

MOUNT AUSTIN HIGH SCHOOL

YEAR 11

*Assessment
Booklet*



ACADEMIC YEAR 2025

RESPECT - RESPONSIBILITY - COMMITMENT

Mount Austin High School – Year 11 Assessment Information for the 2025 Academic Year

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Introduction

This document summarises the requirements and expectations for Stage 6 students regarding assessment. It contains assessment information, the assessment calendar and course schedules detailing the formal assessment program for each of the courses being delivered in Year 11, 2024.

NSW Education Standards Authority (NESA)

The NSW Education Standards Authority (NESA) organises the academic program, assessment rules and Higher School Certificate Examinations for all schools in NSW. Students satisfy NESA requirements before they gain a Higher School Certificate.

Stage 6 academic courses are instructed from syllabuses that are developed or approved by NESA. NESA sets the rules that the school and its teachers use in planning courses and the assessment of student progress.

Syllabuses, past papers, and course requirements can be accessed at: www.nesa.nsw.edu.au

Year 11 and Year 12 Courses

Students must complete at least 12 units of Year 11 (preliminary courses) and 10 units of Year 12 (HSC courses), including English, to receive the HSC.

Year 11 assessment tasks are not used in determining the Year 12 or HSC final assessments. However, they are used to ascertain whether the preliminary courses have been satisfactorily completed. VET courses have competencies completed in Year 11 which can contribute to the final results.

HSC courses are the same as Year 12 courses studied in other NSW schools and external HSC examinations are held in the second year of senior studies in Term 4.

MAHS Graduation Certificate

Students must satisfactorily complete two years of Stage 6 (Year 11 and Year 12) to be eligible to graduate from Mount Austin High School.

Attendance

Students must maintain satisfactory attendance (typically, 95%) to make sure that all course requirements are met. Granting of leave is a matter for the Principal to determine. The Principal has discretion in granting leave if they are satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected. Where the leave requested is for an extended period, the student must demonstrate to the Principal that outcomes in each course will be achieved.

What is Assessment?

Assessment is the process of identifying, gathering, and interpreting information about a student's learning. The key purposes of assessments in the Higher School Certificate are to provide information on student achievement and progress in each course. Assessment is also used to gauge achievement in relation to the syllabus standards and to report on the standard of performance attained at the end of the course. The feedback given to students and parents and carers is a valuable source of information on the effectiveness of student work practices and the appropriateness of course selections.

Standards Referenced Assessment

The standards-referenced approach allows students to be assessed and reported against specified standards that are established for each course. A standards-referenced approach is an effective method of providing information to students about what they are expected to learn and the standards against which they will be assessed.

School Assessment Tasks

At the end of the Year 11 schools will provide NESA with a grade for each course studied by each student. In Year 12, the HSC, a mark for each of the courses studied is provided. This mark is formed from the performances in the school assessment tasks within each course. The marks will reflect the rank order of students within each course at Mount Austin High School. The assessment tasks will be designed to assess components of the syllabus with the required weightings. Guidance will be provided to students in the form of a list of outcomes to be assessed and general marking guidelines if appropriate.

Classes and Timetables

Individual student timetables are issued at the beginning of each year, or when there is a need to change timetables. Timetables can also be viewed online through the School Portal.

Students only attend the classes on their timetable. It is very important that each student ensures that their timetable is correct as this is the school's formal record of each student's courses.

Year 11 students are to attend classes or school activities for every scheduled period each week. There are no school-scheduled Stage 6 lessons during period 4 on Tuesday or Thursday, however, students will be required to complete NESA and DoE requirements including items such as Minimum Standards and the Life Ready program. Time may be available to access Clontarf and Girls at the Centre rooms for support and additional study. Tutoring is also available in the library.

Some Stage 6 students have classes outside school hours (extension classes) and/or attend programs on other sites. It is essential that you contact the school if you are unable to attend the external venue on a specific date.

Student Responsibilities

Students are expected to complete the tasks which are part of the assessment program. Mount Austin High School has a procedure concerning coursework and assessment tasks that are not completed. Depending on the circumstances, a zero mark may be awarded, an extension of time granted, or an alternative task set. If an assessment task is not going to be completed or handed in at the scheduled time, it is the student's responsibility to complete the correct process – illness or misadventure (see the form provided at the end of this booklet).

Course Completion

For each course, a student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course specified by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Every school in NSW is required to certify that students have satisfied these expectations.

Record of School Achievement (RoSA)

The Record of School Achievement (RoSA) is a NESA credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). The RoSA will record all courses that a student has completed (with a grade) as well as courses that a student may be enrolled in but has not yet completed (without a grade) at the date of leaving school.

The RoSA grades for a course will be determined based on the student's performances in assessment tasks, as detailed in the Assessment Schedule, using the RoSA Common Grade Scale outlined below. The RoSA grade will be issued by NESA to students when they indicate they are leaving school.

Rosa Common Grade Scale:

A: The student has an **extensive** knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B: The student has a **thorough** knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C: The student has a **sound** knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D: The student has a **basic** knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E: The student has an **elementary** knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Note: Mathematics – grades have been further differentiated to nine levels (A10, A9, B8, B7, C6, C5, D4, D3, E2).

Available online:


<https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/awarding-grades/common-grade-scale>

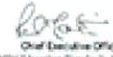
NSW | Education Standards Authority

RECORD OF SCHOOL ACHIEVEMENT

This is to certify that
Sample Student
of
Sample High School
has met the requirements of the Record of School Achievement
and has received the results shown below.

Year	Course	Result
STAGE 5 COURSES		
Board Developed Courses		
2018	English	B
	Mathematics	C5
	Science	C
	Geography	B
	History	C
	Work Education	B
	Dance	C
	Personal Development, Health and P.E.	A
Years 7 to 10 Mandatory Curriculum Requirements		
	English	Completed
	Mathematics	Completed
	Science	Completed
	Human Society and its Environment	Completed
	Languages	Completed
	Technology	Completed
	Music	Completed
	Visual Arts	Completed
	Personal Development, Health and P.E.	Completed


Student Number: 93242223


 Chief Executive Officer
 NSW Education Standards Authority

Issued by NESA without alteration or erasure on 11 November 2020 at Sydney, NSW, Australia.

Assessment Procedures in Year 11

NESA requires that all courses have an Assessment Schedule and that students attempt all assessment tasks in the Assessment Schedule. Year 11 (preliminary assessments) are made within the school; there is no external NESA assessment. The plans for formal assessment are provided in this booklet. This Assessment Booklet is also available on the school's website and is emailed to students, parents, and carers at the start of the academic year.

School Assessments and the HSC Examination

Both the internal school assessments and the external HSC examination will carry an equal weighting in the final HSC result. The School Assessment mark and the HSC Examination mark will be treated as follows:

- The School Assessment mark will be moderated (adjusted) by the examination performance of the school group
- The Moderated School Assessment mark and the HSC Examination mark will be averaged
- The averaged mark will be used to align the student's result to a performance scale
- The average of the assessment mark and examination mark, after alignment to the performance scale, is then reported as the HSC mark.

Every faculty maintains a register to indicate the date that each student receives formal notification of tasks. If a student is absent, it is their responsibility to catch up with the details of any task notifications. Scheduling dates may have to be changed due to unforeseen circumstances. This change will be endorsed by the faculty Head Teacher and written notification of the change will be given to all students involved. Every student will be provided with formal feedback for each assessment. This may involve written advice, verbal discussions and marking grids.

The assessments listed on the Assessment Schedule will contribute to both the final grades (Preliminary) and marks (HSC) as well as the achievement reported in the school reports. Each student is expected to personally complete the assessment tasks listed as well as all the other assessments which teachers may use to determine student progress.

Students and their parents and carers should be aware of upcoming assessment tasks and ensure that appointments, holidays, or sporting trips are not booked during a scheduled assessment task.

Attendance, on the day the assessment task is either to be performed or submitted, is essential. Students who are unable to attend school to submit the assessment task may be eligible to apply for consideration based on illness or misadventure (see the form provided at the end of this booklet). The task may be required to be submitted online.

A minimum of two weeks formal notification is given for each assessment task. This written notification will include notification date; description of the task; outcomes that are being assessed, what students are expected to do for the task; the due date and where the task is to be handed in. Tasks must be submitted before 11:59pm unless otherwise instructed.

Students must make a genuine attempt at assessment tasks, which contribute more than 50% of the available marks. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. If a student does not attempt tasks worth more than 50%, the Principal may indicate that the course has not been satisfactorily completed. Students who do not comply with the assessment requirements in any course will not satisfy NESA requirements.

The Principal reserves the right to alter the Mount Austin High School Assessment Procedures should exceptional circumstances present themselves. In such cases advice from NESA will be sought.

Non-Completion of Course ('N' Determinations)

A student who fails to meet the requirements in any course can receive an 'N' for that course, to indicate non-completion of a course. The 'N' is recorded instead of a Grade. Prior to an 'N' being awarded the student and the parent or carer will be given written warnings. These are often referred to as 'N' Warning Letters. These warnings will be sent early enough for the student to correct the problem and meet course requirements. An 'N' Determination can lead to a student not being eligible for the completion of Stage 5 and continuing onto HSC studies – Stage 6 (Year 11).

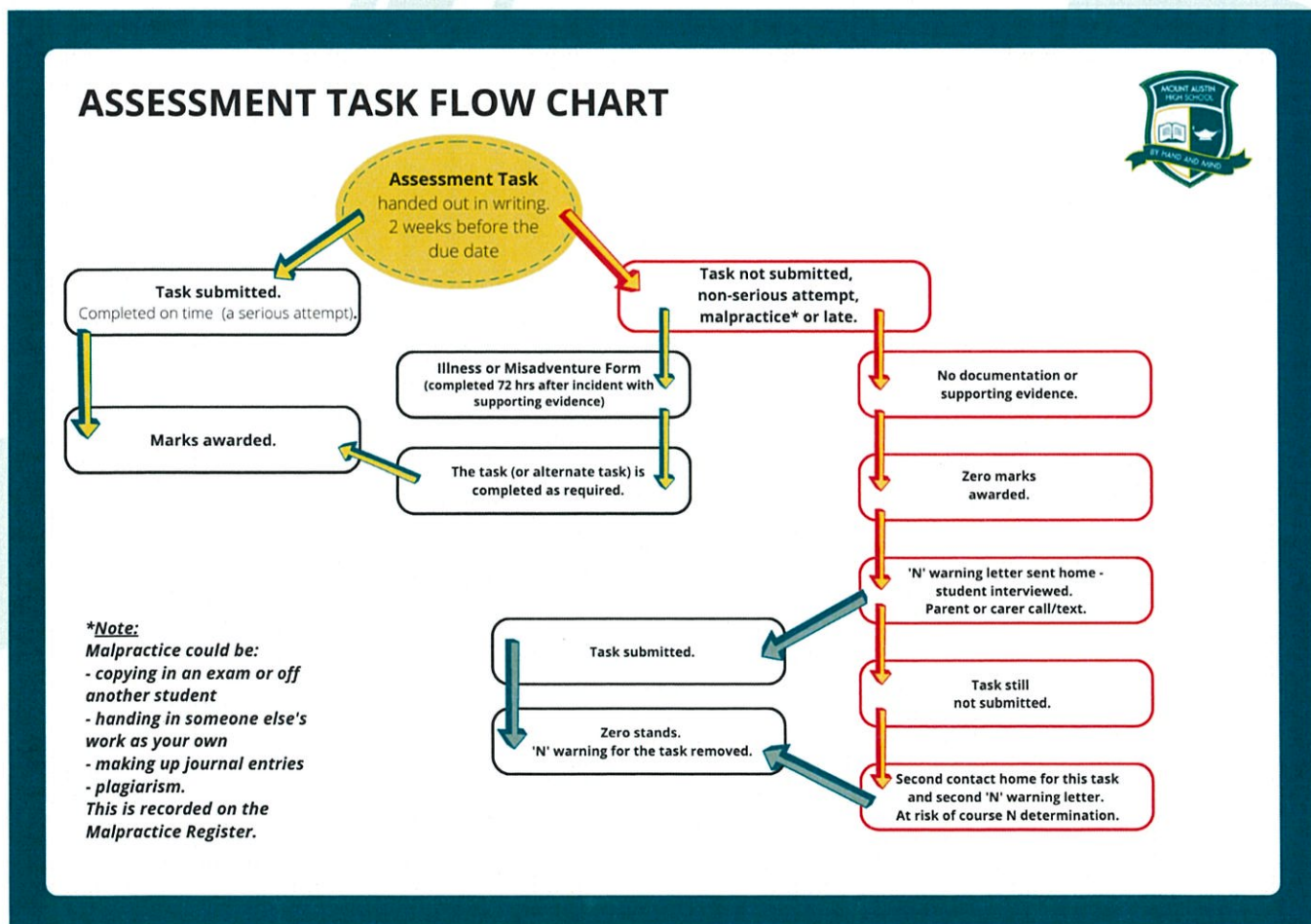
The Principal will submit an 'N' Determination if a student fails to complete tasks which contribute in excess of 50% of the final assessment marks in that course.

The Principal must advise the student of the 'N' Determination, its consequences and the student's right to a school review and subsequent appeal to NESA.

Review of 'N' Determinations

The procedures for a school review of an 'N' Determination are as follows:

- A student seeking a review of an 'N' Determination must apply to the Principal.
- The school upholds the appeal, the school advises NESA by the date stipulated in the ROSA Events Timetable.
- If the appeal is declined, the student may appeal to NESA. This review will focus on whether the school properly and correctly considered the matters before it. NESA will advise students and the Principal of the outcome of any appeal as soon as possible.



Life Skills – Program of Study

Most students with disability and additional learning and support needs follow the standard Year 7 to 10 curriculum set by NESA with adjustments made to the learning experiences presented. Students with additional educational needs, which prevent them from successfully accessing regular courses, are eligible to study Life Skills courses.

Life Skills courses help students to achieve outcomes appropriately matched to their strengths, goals, interests and which support the needs of the individual student. Assessment in this pattern of study provides opportunities for students to demonstrate achievement in relation to the selected Life Skills outcomes for the individual student. This assessment can occur in a range of situations or environments such as the school and wider community.

Disability Provisions

Disability provisions are available for a range of medical and learning conditions. These are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an examination. For example, students with Diabetes may need to monitor blood glucose levels and eat during an examination; students with an anxiety disorder may need to be seated in smaller groups, or students with conditions that prevent them from reading the examination may require a reader. These provisions are supported by the Learning and Support Team and all faculty areas are able to make appropriate adjustments to suit students with special needs.

Available online: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

Additional Information for Students

Change of date or task

For a change of date or a task, written notification will be given to all students in a class or course and this change will be authorised by the faculty Head Teacher.

Extensions

Extensions of time may be granted only in exceptional circumstances. Students are not to consider that extensions of time will be granted automatically for assessment tasks. Written approval must be obtained in advance (more than two days) for an extension by filling out the Illness or Misadventure Form. Final approval for extensions will be given by the year group Deputy Principal in consultation with the faculty Head Teacher. Classroom teachers are unable to give extensions on Scheduled Assessment Tasks. Students on 'Approved Leave' will still be required to complete all assessment tasks by the due date unless prior approval is granted for an extension for each task.

Illness or Misadventure

Illness or misadventure is an event immediately prior to or during an assessment that is beyond the student's control, and which allegedly affects the student's performance on that assessment.

If it is not possible to submit an assessment on the due day or do an in-class assessment task including an examination (as may be the case with sudden illness where there is a need to go to the doctor immediately) the school must be informed no later than 9.00am on the set day and the faculty Head Teacher will determine alternative arrangements with the Class Teacher. An Illness or Misadventure Form must be completed, within 72 hours, to outline the factor/s impacting upon their performance on internal assessment tasks.

Any student who wishes to apply for illness or misadventure should go directly to their year group Deputy Principal to begin the process. The final decision will be made in consultation with the faculty Head Teacher and be based on the nature of the task and professional judgement based on independent documentary evidence provided by the student. If the student's applications appear to disadvantage other students or appears unreasonable then the application may not be approved.

Even if a student applies for illness or misadventure, they are still encouraged to complete their assessment task by the due date.

If the student's application for illness or misadventure is approved, then one of the following may occur:

- complete a substitute task
- estimate based on 'like-tasks'
- an extension may be granted

Typically to ensure course outcomes are successfully completed, students will be allowed to resubmit the task.

Illness and Misadventure Form

- an A4 version is available in the appendix of this booklet (or a one-page, double-sided A4 document can be collected from the class teacher or downloaded from the school website in the assessment area)
- it must be completed, within 72 hours (3 school days) after the illness or misadventure

The image shows two pages of the 'Illness or Misadventure Form' from Mount Austin High School. The left page is the student's form, and the right page is the parent/carer form. Both forms include sections for student details, parent/carer details, and a section for the class teacher and deputy principal to provide their comments and decisions. The forms are designed to be filled out by the student and their parent/carer, and then submitted to the class teacher and deputy principal for approval.

Hand-in Tasks

A student who is away on the day of a hand-in task is still expected to submit their task digitally through Google Classroom. If appropriate, the task can be uploaded to the teaching and learning area where the assignment is posted or emailed to their Class Teacher or faculty Head Teacher. Evidence of completion is required on the due date.

Missed Assessment Tasks

The parents or carers of a student who is away on the day of an in-class assessment task (including examinations) should contact the school by 9.00am to let the faculty Head Teacher know they will be missing the task. Generally, in-class assessment tasks can only be missed for exceptional circumstances. The student must speak to the faculty Head Teacher immediately on their return to school. An Illness or Misadventure Form is required to be processed with 72 hours of the event by the Head Teacher and year group Deputy Principal. The faculty Head Teacher in consultation with the year group Deputy Principal, will determine alternative arrangements and penalties for any missed assessment task. Independent documentary evidence, such as a medical certificate or statutory declaration, must be supplied to the school. A note from a parent or carer may not be sufficient to explain being absent from an assessment task. Being away from school for a sporting trip or holiday is not considered to be exceptional circumstances by NESAs.

Missed in class tasks and late tasks

Unless approval has been sought and granted by the school prior by completing the Illness or Misadventure Form, all students must complete all assessment tasks on the specified time and due date. If the student cannot show that missing a task or lateness was due to 'exceptional circumstances', a mark of zero will be awarded for the task. Failure to submit or complete work is 'non-completion' and may lead to an 'N-Warning letter'

Malpractice, plagiarism, non-completion and zero marks for a task

Academic malpractice is a serious breach of rules and can result in a zero mark being awarded. The faculty Head Teacher will investigate malpractice on a task and then advise the year group Deputy Principal. Parents and carers will be contacted after the initial investigation.

A review panel consisting of the relevant teaching staff will be convened to adjudicate on claims or accusations of malpractice or plagiarism. Proven dishonesty in an assessment task will result in a zero mark. As per NESAs guidelines, marks on a task will only be awarded for a student's original work. Work that is not the student's own will not be marked or read in the assessment task.

Failure to submit an assessment task on the due date because of truancy (unauthorised absence) will automatically result in zero marks being awarded for that task. Also, if a student does not make a genuine attempt at an assessment task a zero mark will be recorded. Even though zero marks may result due to lateness, students must still submit the task. Failure to submit or complete assessment work is also grounds for an 'N' Determination for that task.

Technology failure including computer and/or printers

Students should submit assessment tasks as specified on the Assessment Notification. A printed hard copy of their assessment task as well as a saved soft copy or digital copy if appropriate, must be retained for all assessment tasks by the students.

Technology – computer hardware/software or printer failure will not be accepted as an excuse for late submission. When working on assessments students are advised to have a backup digital copy of all tasks including backing up in the cloud e.g., Google Drive, as well as draft printed copies.

Year 11 Assessment Schedule Calendar

Term 1, 2025

Week 5	
Week 6	
Week 7	Community and Family Studies – English Studies – Visual Design
Week 8	English Standard – Mathematics Standard – Modern History – Numeracy – Personal Development, Health and Physical Education – Sport, Lifestyle and Recreation – Work Studies
Week 9	Aboriginal Studies – Ancient History – Business Studies – Legal Studies – Mathematics Advanced – Photography, Video and Digital Imaging
Week 10	Biology - Exploring Early Childhood
Week 11	

Term 2, 2025

Week 1	
Week 2	
Week 3	Mathematics Standard, Numeracy
Week 4	Mathematics Advanced
Week 5	Exploring Early Childhood – Visual Design
Week 6	Aboriginal Studies – Biology
Week 7	English Studies
Week 8	English Standard – Sport, Lifestyle and Recreation
Week 9	Ancient History
Week 10	Business Studies

Term 3, 2025

Week 1	
Week 2	Work Studies
Week 3	Community and Family Studies
Week 4	
Week 5	
Week 6	
Week 7	Exploring Early Childhood
Week 8	English Studies – Numeracy – Sport, Lifestyle and Recreation – Visual Design
Week 9	Photography, Video and Digital Imaging
Week 9/10	Examinations: Aboriginal Studies – Ancient History – Biology – Business Studies – Community and Family Studies – English Standard – Legal Studies – Mathematics Advanced – Mathematics Standard – Modern History
TBC	Work Studies (Placement)

Note: VET courses will require Work Placement

Term 4, 2025

Year 12 – HSC studies will commence. With this, NESA will release an HSC timetable in early 2025.

Year 11 Formal Assessment Program Assessment Schedules

The formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes. Formal assessment tasks are that students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings. Formal assessment for the 2022 academic year commences in Term 4, 2021.

Task Types

Some examples of task types considered appropriate for formal assessment are, but not limited to:

- Topic tests
- Examinations
- Presentations – digital, oral, multimodal, viva voce
- Reports – analytical, fieldwork, research, written
- Practical work – experiments, improvisation, projects, performances
- Portfolios, journals, logbooks, process diaries
- Compositions
- Group work tasks

A formal assessment task may contain more than one part.

Assessment Task Notifications

The following pages contain Assessment Schedules for each subject being delivered in Stage 6 at Mount Austin High School during the 2023 academic year. For each task listed, a formal assessment task notification will be provided to students at least two weeks prior to the due date detailing the requirements of the task.

Assessment Schedules – start on the next page...

Aboriginal Studies
Ancient History
Biology
Business Studies
Community and Family Studies
English Standard
English Studies
Exploring Early Childhood
Legal Studies
Mathematics Advanced
Mathematics Standard
Numeracy
Photography, Video and Digital Imaging
Sport, Lifestyle and Recreation
Visual Design
Work Studies
VET Information – Construction, Hospitality, Metals, Primary Industries

ABORIGINAL STUDIES – YEAR 11

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Heritage and Identity Research task	35% Knowledge: 10% Investigation: 5% Research: 10% Communication: 10%	Term 1 Week 9	P1-2, P1-3, P2-1, P3-1	2, 3, 4
2	Comparative Study International Indigenous Communities Essay	35% Knowledge: 10% Investigation: 5% Research: 10% Communication: 10%	Term 2 Week 6	P2-2, P3-2, P3-3, P4-1, P4-3	2,3,5
3	Preliminary Examination	30% Knowledge: 20% Investigation: 5% Communication: 5%	Term 3 Week 9/10	P4-1, P4-2	1, 2

Course Outcomes	Reporting Statements
<p>A student:</p> <p>P1-1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples</p> <p>P1-2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights</p> <p>P1-3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures</p> <p>P2-1 explains the meaning of the Dreaming to Aboriginal peoples</p> <p>P2-2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples</p> <p>P3-1 describes government policies, legislation and legal decisions in relation to racism and discrimination</p> <p>P3-2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity</p> <p>P3-3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions</p> <p>P4-1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives</p> <p>P4-2 undertakes community consultation and fieldwork and applies ethical research practices</p> <p>P4-3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples</p>	<p>A student:</p> <ol style="list-style-type: none"> 1. identifies and explains viewpoints and consequences of invasion and colonisation 2. explains the meaning of the Dreaming, country, culture and social and economic systems 3. describes key Government policies and legislations and explains their impact and First Nations responses to them 4. plans, investigates, organises and communicates relevant information from a variety of sources and perspectives 5. investigates and compares the histories of First Nations peoples

ANCIENT HISTORY – YEAR 11

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	The Nature of Ancient History Source Analysis	30% Knowledge = 10% Skills = 5% Research = 5% Communication = 10%	Term 1 Week 9	AH11-6, AH11-7, AH11-9, AH11-10	3, 4, 5
2	Historical Investigation Student Inquiry	30% Knowledge = 10% Skills = 5% Research = 10% Communication = 5%	Term 2 Week 9	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	1, 2, 4, 5, 6
3	Preliminary Examination	40% Knowledge = 20% Skills = 10% Communication = 10%	Term 3 Week 9/10	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	1, 2, 3, 4, 5

Course Outcomes	Reporting Statements
<p>A student:</p> <p>AH11-1 describes the nature of continuity and change in the ancient world</p> <p>AH11-2 proposes ideas about the varying causes and effects of events and developments</p> <p>AH11-3 analyses the role of historical features, individuals and groups in shaping the past</p> <p>AH11-4 accounts for the different perspectives of individuals and groups</p> <p>AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world</p> <p>AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>AH11-7 discusses and evaluates differing interpretations and representations of the past</p> <p>AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history</p>	<p>A student:</p> <ol style="list-style-type: none"> describes the nature of continuity and change in the ancient world proposes ideas about causes and effects of events and developments analyses the role and accounts for the different perspectives of features, individuals and groups analyses and interprets different sources to support a historical account or argument discusses and evaluates differing interpretations and representations of the past plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

BIOLOGY – YEAR 11

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Practical	30% Knowledge = 10% Skills = 20%	Term 1 Week 10	BIO11/12-3, BIO11/12-4, BIO11-8	1, 2
2	Research Depth Study	40% Knowledge = 10% Skills = 30%	Term 2 Week 6	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11-11	1
3	Preliminary Examination	30% Knowledge = 20% Skills = 10%	Term 3 Week 9/10	BIO11-2, BIO11-3, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	1, 2

Course Outcomes	Reporting Statements
<p>A student:</p> <p>BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation</p> <p>BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information</p> <p>BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information</p> <p>BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</p> <p>BIO11/12-5 analyses and evaluates primary and secondary data and information</p> <p>BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</p> <p>BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose</p> <p>BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes</p> <p>BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms</p> <p>BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species</p> <p>BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem</p>	<p>A student:</p> <ol style="list-style-type: none"> develops skills in applying the processes of Working Scientifically develops knowledge and understanding of the structure and function of organisms, Earth's biodiversity and the effect of evolution.

BUSINESS STUDIES – YEAR 11

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	The Nature of Business Test	30% Knowledge = 15% Skills = 10% Communication = 5%	Term 1 Week 9	P1, P2, P6, P8	1, 2
2	Business Planning Research and Business Plan	30% Knowledge = 10% Research = 15% Communication = 5%	Term 2 Week 10	P2, P4, P5, P6, P7, P8, P9, P10	2, 4, 6
3	Preliminary Examination	40% Knowledge = 20% Skills = 10% Communication = 10%	Term 3 Week 9/10	P3, P4, P5, P8, P9, P10	3, 5, 7

Course Outcomes	Reporting Statements
<p>A student:</p> <p>P1 discusses the nature of business, its role in society and types of business structure.</p> <p>P2 explains the internal and external influences on businesses.</p> <p>P3 describes the factors contributing to the success or failure of small to medium enterprises.</p> <p>P4 assesses the processes and interdependence of key business functions.</p> <p>P5 examines the application of management theories and strategies.</p> <p>P6 analyses the responsibilities of business to internal and external stakeholders.</p> <p>P7 plans and conducts investigations into contemporary business issues.</p> <p>P8 evaluates information for actual and hypothetical business situations.</p> <p>P9 communicates business information and issues in appropriate formats.</p> <p>P10 applies mathematical concepts appropriately in business situations.</p>	<p>A student:</p> <ol style="list-style-type: none"> discusses the nature of business, its role in society and types of business structure explains the internal and external influences on businesses describes the factors contributing to the success or failure of small to medium enterprises assesses the processes and interdependence of key business functions examines the application of management theories and strategies plans and conducts investigations into contemporary business issues communicates business information and issues in appropriate formats

COMMUNITY AND FAMILY STUDIES – YEAR 11

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Resource Management ALARM – Extended Response	30% Knowledge = 15% Skills = 15%	Term 1 Week 7	P1-1, P1-2, P5-1, P6-2	1, 2
2	Families and Communities Literature Review	30% Knowledge = 15% Skills = 15%	Term 3 Week 3	P2-1, P2-2, P2-4, P4-1, P4-2	2, 3
3	Preliminary Examination	40% Knowledge = 20% Skills = 20%	Term 3 Week 9/10	All	1, 2, 3

Course Outcomes	Reporting Statements
<p>A student:</p> <p>P1-1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals</p> <p>P1-2 proposes effective solutions to resource problems</p> <p>P2-1 accounts for the roles and relationships that individuals adopt within groups</p> <p>P2-2 describes the role of the family and other groups in the socialisation of individuals</p> <p>P2-3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement</p> <p>P2-4 analyses the interrelationships between internal and external factors and their impact on family functioning</p> <p>P3-1 explains the changing nature of families and communities in contemporary society</p> <p>P3-2 analyses the significance of gender in defining roles and relationships</p> <p>P4-1 utilises research methodology appropriate to the study of social issues</p> <p>P4-2 presents information in written, oral and graphic form</p> <p>P5-1 applies management processes to maximise the efficient use of resources</p> <p>P6-1 distinguishes those actions that enhance wellbeing</p> <p>P6-2 uses critical thinking skills to enhance decision making</p>	<p>A student:</p> <ol style="list-style-type: none"> 1. analyses experiences of individuals and proposes effective solutions managing resources 2. explains the role of individuals, groups, and families in creating positive relationships in contemporary society 3. demonstrates critical thinking skills in researching and communicating information related to wellbeing

ENGLISH STANDARD – YEAR 11

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Reading to Write Writing and Reflection	30% Knowledge = 15% Skills = 15%	Term 1 Week 8	EN11-3, EN11-5, EN11-9	1, 2
2	Contemporary Possibilities Multimodal	30% Knowledge = 15% Skills = 15%	Term 2 Week 8	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	1, 2
3	Preliminary Examination	40% Knowledge = 20% Skills = 20%	Term 3 Week 9/10	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	1, 2

Course Outcomes	Reporting Statements
<p>A student:</p> <p>EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure</p> <p>EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p> <p>EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning</p> <p>EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p> <p>EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p>EN11-6 investigates and explains the relationships between texts</p> <p>EN11-7 understands and explains the diverse ways texts can represent personal and public worlds</p> <p>EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning</p> <p>EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner</p>	<p>A student:</p> <ol style="list-style-type: none"> demonstrates knowledge and understanding of course content demonstrates skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

ENGLISH STUDIES – YEAR 11

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Achieving Through English Written Report	30% Knowledge = 15% Skills = 15%	Term 1 Week 7	ES11-1, ES11-4, ES11-5, ES11-6	1, 2
2	Module 2	30% Knowledge = 15% Skills = 15%	Term 2 Week 7	ES11-3, ES11-5, ES11-8, ES11-9	1, 2
3	All Modules Classwork Portfolio	40% Knowledge = 20% Skills = 20%	Term 3 Week 8	ES11-2, ES11-3, ES11-4, ES11-5, ES11-7, ES11-8, ES11-9, ES11-10	1, 2

Course Outcomes	Reporting Statements
<p>A student:</p> <p>ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes</p> <p>ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts</p> <p>ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways</p> <p>ES11-4 composes a range of texts with increasing accuracy and clarity in different forms</p> <p>ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts</p> <p>ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes</p> <p>ES11-7 represents own ideas in critical, interpretive and imaginative texts</p> <p>ES11-8 identifies and describes relationships between texts</p> <p>ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade</p> <p>ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning</p>	<p>A student:</p> <ol style="list-style-type: none"> demonstrates knowledge and understanding of course content demonstrates skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

EXPLORING EARLY CHILDHOOD – YEAR 11

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Virtual Baby Care	40% Knowledge = 20% Skills = 20%	Term 1 Week 10	2.2, 2.5, 4.1, 6.1	1
2	Starting School Research	30% Knowledge = 15% Skills = 15%	Term 2 Week 5	1.3, 2.1, 2.2, 6.1, 6.2	2
3	Growth and Development Toy	30% Knowledge = 15% Skills = 15%	Term 3 Week 7	1.3, 2.2, 2.5, 3.1, 5.1, 6.1	3

Course Outcomes	Reporting Statements
<p>A student:</p> <p>1-1 analyses prenatal issues that have an impact on development 1-2 examines major physical, social-emotional, behavioural, cognitive and language development of young children 1-3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years 1-4 analyses the ways in which family, community and culture influence growth and development of young children 1-5 examines the implications for growth and development when a child has special needs 2-1 analyses issues relating to the appropriateness of a range of services for different families 2-2 critically examines factors that influence the social world of young children 2-3 explains the importance of diversity as a positive issue for children and their families 2-4 analyses the role of a range of environmental factors that have an impact on the lives of young children 2-5 examines strategies that promote safe environments 3-1 evaluates strategies that encourage positive behaviour in young children 4-1 demonstrates appropriate communication skills with children and/or adults 4-2 interacts appropriately with children and adults from a wide range of cultural backgrounds 4-3 demonstrates appropriate strategies to resolve group conflict 5-1 analyses and compares information from a variety of sources to develop an understanding of child growth and development 6-1 demonstrates an understanding of decision-making processes 6-2 critically examines all issues including beliefs and values that may influence interactions with others</p>	<p>A student:</p> <ol style="list-style-type: none"> demonstrates the decision-making process required when caring for a virtual baby and the impact it has on a person’s life create a toy or game to enhance growth and development and promote safe play for a young child examines school readiness protocols and reflects on the preparation required for parents to consider when starting their child at school

LEGAL STUDIES – YEAR 11

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	The Legal System Topic Test	30%	Term 1 Week 9	P1, P2, P3, P4	1, 2, 3, 4
2	The Individual and the Law - Researched Media File and In-Class Extended Response	40%	Term 2 Week 8	P5, P6, P7, P8, P9, P10	5, 6
3	Preliminary Examination	30%	Term 3 Week 9/10	P1, P2, P9, P10	1, 2, 6

Course Outcomes	Reporting Statements
<p>A student:</p> <p>P1. identifies and applies legal concepts and terminology</p> <p>P2. describes the key features of Australian and international law</p> <p>P3. describes the operation of domestic and international legal system</p> <p>P4. discusses the effectiveness of the legal system in addressing issues</p> <p>P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</p> <p>P6. explains the nature of the interrelationship between the legal system and society</p> <p>P7. evaluates the effectiveness of the law in achieving justice</p> <p>P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents</p> <p>P9. communicates legal information using well-structured responses</p> <p>P10. accounts for differing perspectives and interpretations of legal information and issues</p>	<p>A student:</p> <ol style="list-style-type: none"> 1. identifies and applies legal concepts and terminology 2. describes the key features of Australian and international law 3. describes the operation of domestic and international legal systems 4. discusses the effectiveness of the legal system in addressing issues 5. explains the nature of the interrelationship between the legal system and society 6. communicates legal information using well-structured responses and accounts for differing perspectives and interpretations of legal information and issues

MATHEMATICS ADVANCED – YEAR 11

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Topic Test Algebra and Functions	30%	Term 1 Week 9	MA11-1, MA11-2, MA11-8, MA11-9	1, 2
2	Trigonometry Investigation Task	30%	Term 2 Week 4	MA11-3, MA11-4, MA11-8, MA11-9	3
3	Preliminary Examination	40%	Term 3 Week 9/10	ALL	4, 5, 6

Course Outcomes	Reporting Statements
<p>A student:</p> <p>MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems.</p> <p>MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems.</p> <p>MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes.</p> <p>MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities.</p> <p>MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems.</p> <p>MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems.</p> <p>MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions.</p> <p>MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts.</p> <p>MA11-9 provides reasoning to support conclusions which are appropriate to the context.</p>	<p>A student:</p> <ol style="list-style-type: none"> 1. applies algebraic and graphical techniques to solve and compare a variety of problems, using appropriate technology 2. applies concepts of functions and relations to model, analyse and solve practical problems, providing reasoning 3. applies concepts of trigonometry and periodic functions, using appropriate technology to investigate and model information 4. understands and determines the derivatives of functions and applies these to solve problems with supporting reasoning 5. uses logarithms and exponential functions to solve problems 6. uses probability distributions to present and interpret data, with and without the use of technology

MATHEMATICS STANDARD – YEAR 11

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Topic Test (Data, Equations)	30%	Term 1 Week 8	MS11-1, MS11-6, MS11-7, MS11-10	1, 6, 7, 10
2	Investigation Task (Measurement)	30%	Term 2 Week 3	MS11-3, MS11-4, MS11-9, MS11-10	3, 4, 10
3	Preliminary Examination	40%	Term 3 Week 9/10	ALL	2, 5, 8, 9

Course Outcomes	Reporting Statements
<p>A student:</p> <p>MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems</p> <p>MS11-2 represents information in symbolic, graphical and tabular form</p> <p>MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units</p> <p>MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures</p> <p>MS11-5 models relevant financial situations using appropriate tools</p> <p>MS11-6 makes predictions about everyday situations based on simple mathematical models</p> <p>MS11-7 develops and carries out simple statistical processes to answer questions posed</p> <p>MS11-8 solves probability problems involving multistage events</p> <p>MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts</p> <p>MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations</p>	<p>A student:</p> <ol style="list-style-type: none"> uses algebraic and graphical techniques to compare solutions represents information in symbolic, graphical, and tabular form solves problems involving measurement performs calculations with two and three-dimensional figures models financial situations makes predictions using mathematical models answers questions by simple statistical processes solves probability problems uses appropriate technology to investigate and interpret information justifies responses to problems using appropriate terminology and working

MODERN HISTORY – YEAR 11

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	The Nature of Modern History Source Analysis	30% Knowledge = 10% Skills = 5% Research = 5% Communication = 10%	Term 1 Week 8	MH11-6, MH11-7, MH11-9, MH11-10	4, 5, 6
2	Historical Investigation Student Inquiry	30% Knowledge = 10% Skills = 5% Research = 10% Communication = 5%	Term 2 Week 8	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	1, 2, 3, 4, 5
3	Preliminary Examination	40% Knowledge = 20% Skills = 10% Communication = 10%	Term 3 Week 9/10	MH11-1, MH11-3, MH11-5, MH11-6, MH11-9	1, 2, 3, 5, 6

Course Outcomes	Reporting Statements
<p>A student:</p> <p>MH11-1 describes the nature of continuity and change in the modern world</p> <p>MH11-2 proposes ideas about the varying causes and effects of events and developments</p> <p>MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past</p> <p>MH11-4 accounts for the different perspectives of individuals and groups</p> <p>MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world</p> <p>MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>MH11-7 discusses and evaluates differing interpretations and representations of the past</p> <p>MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>MH11-10 discusses contemporary methods and issues involved the investigation of modern history</p>	<p>A student:</p> <ol style="list-style-type: none"> describes the nature of continuity and change in the modern world analyses the role of historical features, individuals, groups, and ideas in shaping the past analyses and interprets different types of sources for evidence to support an historical account or argument plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms discusses contemporary methods and issues involved in the investigation of modern history

NUMERACY – YEAR 11

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Learning Portfolio	30%	Term 1 Week 8	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-3.1, N6-3.2	1, 5, 6
2	Cars Around the Moon Project	30%	Term 2 Week 3	N6-1.2, N6-1.3, N6-2.2, N6-3.1	2, 5, 7
3	NRMT Assessment Task	40%	Term 3 Week 8	N6-1.2, N6-2.3, N6-3.2	3, 4, 5, 6

Course Outcomes	Reporting Statements
<p>A student:</p> <p>N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts</p> <p>N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems</p> <p>N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions</p> <p>N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems</p> <p>N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature</p> <p>N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability</p> <p>N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance</p> <p>N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design</p> <p>N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts</p> <p>N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts</p>	<p>A student:</p> <ol style="list-style-type: none"> generates original concepts and characteristic style that is increasingly self-reflective in their photographic practice demonstrates use of complex tools and techniques with control of colour, tone and composition generates in their critical and historical practice ways to interpret and explain photography demonstrates safe and responsible practice in the classroom, darkroom, studio and out in the field

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Module 1: Digital Imaging	30%	Term 1 Week 9	1, 2, 3, 4, 5	1, 2, 3, 4
2	Module 4: Digital Imaging	30%	Term 2 Week 6	7, 9, 17	1, 2, 3, 4
3	Module 5: Digital Imaging	40%	Term 3 Week 9	1, 2, 3, 5, 10, 12, 15, 16, 17	1, 2, 3, 4

Course Outcomes	Reporting Statements
<p>A student:</p> <p>M1– generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice</p> <p>M2– explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works</p> <p>M3– investigates different points of view in the making of photographs and/or videos and/or digital images</p> <p>M4– generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images</p> <p>M5– develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images</p> <p>M6– takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works</p> <p>CH1– generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging</p> <p>CH2– investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations</p> <p>CH3– distinguishes between different points of view and offers interpretive accounts in critical and historical studies</p> <p>CH4– explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging</p> <p>CH5– recognises how photography and/or video and/or digital imaging are used. why people give different meanings to health and physical activity</p>	<p>A student:</p> <ol style="list-style-type: none"> generates original concepts and characteristic style that is increasingly self-reflective in their photographic practice demonstrates use of complex tools and techniques with control of colour, tone and composition generates in their critical and historical practice ways to interpret and explain photography demonstrates safe and responsible practice in the classroom, darkroom, studio and out in the field

SPORT, LIFESTYLE AND RECREATION – YEAR 11

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Athletics Research Task	25% Knowledge = 15% Skills = 10%	Term 1 Week 8	1-1, 1-3, 3-1	1
2	Planning Outdoor Activity	25% Knowledge = 15% Skills = 10%	Term 2 Week 8	1-3, 1-4, 3-6, 4-1	2
3	Practical Application and Performance	50% Knowledge = 20% Skills = 30%	Term 3 Week 8	1-1,1-3, 2-3, 3-1, 4-2, 4-4, 4-5	3

Course Outcomes	Reporting Statements
<p>A student:</p> <p>1-1 applies the rules and conventions that relate to participation in a range of physical activities</p> <p>1-2 explains the relationship between physical activity, fitness and healthy lifestyle</p> <p>1-3 demonstrates ways to enhance safety in physical activity</p> <p>1-4 investigates and interprets the patterns of participation in sport and physical activity in Australia</p> <p>1-5 critically analyses the factors affecting lifestyle balance and their impact on health status</p> <p>1-6 describes administrative procedures that support successful performance outcomes</p> <p>2-1 explains the principles of skill development and training</p> <p>2-2 analyses the fitness requirements of specific activities</p> <p>2-3 selects and participates in physical activities that meet individual needs, interests and abilities</p> <p>2-4 describes how societal influences impact on the nature of sport in Australia</p> <p>2-5 describes the relationship between anatomy, physiology and performance</p> <p>3-1 selects appropriate strategies and tactics for success in a range of movement contexts</p> <p>3-2 designs programs that respond to performance needs</p> <p>3-3 measures and evaluates physical performance capacity</p> <p>3-4 composes, performs and appraises movement</p> <p>3-5 analyses personal health practices</p> <p>3-6 assesses and responds appropriately to emergency care situations</p> <p>3-7 analyses the impact of professionalism in sport</p> <p>4-1 plans strategies to achieve performance goal</p> <p>4-2 demonstrates leadership skills and a capacity to work cooperatively in movement context</p> <p>4.3 makes strategic plans to overcome the barriers to personal and community health</p> <p>4.4 demonstrates competence and confidence in movement contexts</p> <p>4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity</p>	<p>A student:</p> <ol style="list-style-type: none"> 1. applies the rules, conventions and safety for athletics and strategies to enhance performance 2. selects an outdoor recreation activity in Australia and designs an activity for participation 3. demonstrates skill and precision in physical activity and the ability to analyse and implement strategies that promote enhanced performance

VISUAL DESIGN – YEAR 11

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	Product Design Packaging	30% Design and Making = 20% Critical and Historical Studies = 10%	Term 1 Week 7	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	1, 2, 3, 4
2	Wearable Design Clothing and Image	40% Design and Making = 30% Critical and Historical Studies = 10%	Term 2 Week 5	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	1, 2, 3, 4
3	Graphic Design Publications and Information	30% Design and Making = 20% Critical and Historical Studies = 10%	Term 3 Week 8	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	1, 2, 3, 4

Course Outcomes	Reporting Statements
<p>A student:</p> <p>DM1 generates a characteristic style that is increasingly self-reflective in their design practice</p> <p>DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works</p> <p>DM3 investigates different points of view in the making of designed works</p> <p>DM4 generates images and ideas as representations/simulations</p> <p>DM5 develops different techniques suited to artistic and design intentions in the making of a range of works</p> <p>DM6 takes into account issues of Work Health and Safety in the making of a range of works</p> <p>CH1 generates in their critical and historical practice ways to interpret and explain design</p> <p>CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations</p> <p>CH3 distinguishes between different points of view, using the frames in their critical and historical investigations</p> <p>CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design</p>	<p>A student:</p> <ol style="list-style-type: none"> generates a characteristic style that is increasingly self-reflective in their design practice investigates different points of view in the making of designed works generates images and ideas as representations/ simulations generates in their critical and historical practice ways to interpret and explain design

WORK STUDIES – YEAR 11

Task No.	Task Details Topic / Task Type	Weighting	Date Due	Course Outcomes	Reporting Statement
1	In the Workplace	40%	Term 1 Week 8	1, 2, 3, 4, 5, 8	1, 2
2	Group Teamwork School Based Project	30%	Term 3 Week 2	6, 7, 9	2, 3, 4
3	Knowledge Test	30%	Term 3 Week 2	All	1, 2, 3, 4

Course Outcomes	Reporting Statements
<p>A student:</p> <ol style="list-style-type: none"> 1 investigates a range of work environments 2 examines different types of work and skills for employment 3 analyses employment options and strategies for career management 4 assesses pathways for further education, training and life planning 5 communicates and uses technology effectively 6 applies self-management and teamwork skills 7 utilises strategies to plan, organise and solve problems 8 assesses influences on people’s working lives 9 evaluates personal and social influences on individuals and groups 	<p>A student:</p> <ol style="list-style-type: none"> 1. investigates a range of work environments 2. examines different types of work and skills for employment 3. analyses employment options and strategies for career management 4. assesses pathways for further education, training and life planning

BY HAND AND MIND

Vocational Education and
Training (VET) Assessment
Information 2025-26



Training Package CPC Construction, Plumbing and Services Training Package

School Name: Mount Austin High School

Joinery

Assessment Schedule Year 11 – 2025

Code	Unit of Competency	HSC Examinable	Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			
			Task 1 White card	Task 2 Tools and equipment	Task 3 Work safe	Task 4 Working it out
	Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Task 2 completion may be carried over to HSC year		Week 6 Term 1 Date	Week 10 Term 2 Date 4/7/25	Week 11 Term 1 Date 11/4/25	Week 10 Term 2 Date 4/7/25
CPCWHS1001	Prepare to work safely in the construction industry		X			
CPCCCA2002	Use carpentry tools and equipment			X		
CPCCCM2005	Use construction tools and equipment	✓		X		
CPCCCA2011	Handle carpentry materials			X		
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓			X	
CPCCCM1011	Undertake basic estimation and costing					X
CPCCOM1015	Carry out measurements and calculations	✓				X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.



School Name: Mount Austin High School

Joinery

Assessment Schedule Year 12 – 2026

Assessment Task for		Task 5	Task 6	Task 7	TRIAL EXAM
Code	Unit Name	Joinery	Project planning	Group project	
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)					
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students					
	HSC Examinable				
CPCCJN2001	Assemble components	X	Week 6 Term 1 Date	Week 10 Term 3 Date	Week TBD Term TBD Date TBD
CPCCJN3004	Manufacture and assemble joinery components	X			
CPCCOM2001	Read and interpret plans and specifications		X		
CPCCOM1013	Plan and organise work		X		
CPCCVE1011	Undertake a basic construction project			X	
CPCCOM1012	Work effectively and sustainably in the Construction Industry			X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

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School Name: Mount Austin High School

Assessment Schedule Year 11 - 2025

Code		Unit of Competency	HSC Examinable	Task 1 Safety in the kitchen	Task 2 Service please
Assessment Tasks for SIT20322 Certificate II in Hospitality					
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.					
SITXWHS005	Participate in safe work practices	X	X	Week 10 Term 2 Date 4/7/25	Week 5 Term 3 Date 22/8/25
SITXFSA005	Use hygienic practices for food safety	X	X		
SITXFSA006	Participate in safe food handling practices	X	X		
SITHCCC025	Prepare and present sandwiches		X		
SITXCCS011	Interact with customers	X			X
SITXCOM007	Show social and cultural sensitivity				X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BSIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

School Name: Mount Austin High School

Assessment Schedule Year 12 – 2026

Code	Unit Name	Assessment Task for		Task 3 The hospitality industry Week 10 Term 1 Date	Task 4 Working in the industry Week 6 Term 3 Date	TRIAL EXAM Week TBD Term TBD Date TBD
		Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students	HSC Examinable			
SITHIND006	Source and use information on the hospitality industry			X		
SITHFAB024	Prepare and serve non-alcoholic beverages	X			X	
SITHFAB025	Prepare and serve espresso coffee	X			X	
SITHFAB027	Serve food and beverages	X			X	
BSBTWK201	Work effectively with others				X	
SITHIND007	Use hospitality skills others				X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.