

Year 11

Assessment

Handbook

2023



RESPECTING THE PAST, EMBRACING THE FUTURE

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* **Year 11 Assessment Task Calendar 64-65**

**Note:** The***Fitness, Hospitality, Construction, Retail and Work Studies***Assessment Schedules will be issued at the beginning of these courses.

* **The Principles behind Assessment at Taree High School**

*“The fundamental purpose of assessment and reporting is to improve student learning”*

Assessment is a fundamental element of the teaching and learning cycle. Teachers assess student performance on tasks in relation to syllabus outcomes and make on-balance judgements about student achievement. Assessment relies on the professional judgement of the teacher and should be based on reliable data acquired in a fair environment, from multiple performances in a variety of contexts.

Assessment is used to determine a student’s initial understanding and skills, to monitor their progress and to collect information to report on student achievement. Assessment for learning is designed to enhance teaching and improve learning. It is assessment that gives students opportunities to produce the work that leads to the development of their skills, knowledge and understanding.

Teachers will provide students with opportunities in the context of everyday classroom activities, as well as planned assessment events, to demonstrate their learning.

In summary, assessment for learning:

* Is an essential and integrated part of teaching and learning
* Reflects a belief that all students can improve
* Involves setting learning goals with students
* Helps students know and recognise the standards they are aiming for
* Involves students in self-assessment and peer assessment
* Provides feedback that helps students understand the next steps in learning and plan how to achieve them
* Involves teachers, students and parents reflecting on assessment data.

In assessing students, teachers employ a range of strategies for designing and managing tasks, collecting and recording assessment data, and providing appropriate feedback.

* When planning assessments teachers should ensure that:
* Assessment activities are clearly related to the outcomes
* Each assessment activity allows for discrimination of student achievement
* Activities and tasks provide authentic opportunities for students to demonstrate their levels of achievement in relation to the outcomes
* A variety of assessment strategies are used so that students have the opportunity to show in different ways what they know and can do.
* A manageable range of assessment strategies are selected.

For each assessment task, teachers:

* Decide the outcomes and components to be assessed
* Ensure the task type chosen will enable the outcomes to be assessed effectively
* Ensure the task allows each student to demonstrate his or her level of achievement
* Check that:

-the task is valid and reliable

-the instructions are clear

-the language level is appropriate

-the task is the right length

-the level of difficulty is appropriate

* Develop a set of criteria for judging and appropriately rewarding the quality of performance
* Share their expectations in relation to the criteria for judging the quality of performance with students.
* **Format of the Higher School Certificate**

The Higher School Certificate consists of two years of study at a minimum and five years as a maximum.

* Year 11 courses are studied in Terms 1, 2 and 3
* Year 12 courses begin in Term 4 and continue in Terms 1, 2, and 3 of the following year.

The assessment mark will be determined by the class teacher based on components prescribed by **NSW Education Standards Authority (NESA).**

* **Fulfilling the Course Requirements of NESA**

All Year 11 students are required to fulfil the course requirements outlined by NESA.

The NESA course requirements are that students must:

a) **Follow the course** developed or endorsed by NESA

b) Apply themselves with **diligence** and **sustained effort**

c) **Achieve some or all** of the course outcomes

**What do these look like in action?**

a) Follow the course developed or endorsed by NESA

* A student missing lessons and not catching up on missed work (attendance-related issues)
* All dot points outlined in a course syllabus must be taught

b) Apply themselves with diligence and sustained effort

* A student not actively engaging in lesson activities or completing set tasks (not just assessments)
* A student only focusing their efforts on assessments and not applying ongoing effort during lessons and with homework

c) Achieve some or all of the course outcomes

* A student must demonstrate through their assessment that they have achieved some or all of the course outcomes
* Regular attendance and completion of assessments are essential to the satisfactory achievement of this.

Course teachers and Faculty Head Teachers monitor student performance in regard to these requirements. If it is deemed that a student has not met one or more of these, an N-determination Warning Letter will be sent outlining action that must be taken by the student to satisfy the requirements. If action is not taken, the student is in danger of being given an ‘N-determination’ for the course, excluding the course from their HSC credential.

* **Procedures for Assessment**

**Assessment Schedules & Notification**

* An Assessment Schedule outlining the due date, task format, outcomes assessed and weighting of tasks will be distributed to students at the beginning of each Year 11 course.
* An Assessment Calendar and individual course Assessment Schedules will be published on the school website.
* Reasonable notification will be given to students if the scheduled dates are changed. The Head Teacher Administration and Senior Prep Coordinator will be informed by Faculty Head Teachers in the case of a change of due date for any assessment task.
* The details of each task will be documented on a yellow Assessment Task Notification Sheet, which should be distributed to students at least two weeks prior to the task date.
* The Task Notification sheet must include the following information:
* Due date & time of task
* Weighting of task (minimum 10%, maximum 40%)
* Task format
* Outcomes to be assessed
* Skills, knowledge and understanding to be demonstrated
* Marking/grading criteria
* There will be an ‘assessment-free period’ of one week prior to the Final Year 11 Examination period where no other assessment tasks can be due except for those that involve ongoing development throughout the course, e.g. practical major works, log books/journals, etc.

**Setting of Tasks**

* There is a maximum of 3 formal assessment tasks over the year.
* A variety of task formats should be used to assess the course outcomes.
* A register for the issue and return of assessment tasks must be kept by the course teacher. This register will indicate the date that the assessment task is given to each student and will provide receipting facilities to indicate when students submit their tasks and also when they receive marked tasks back.
* Parallel classes will be given identical tasks as near to the same time as possible, and no benefit must be given to either group. A substitute task may be given in exceptional circumstances.

**Assessment Task Feedback to Students**

* On completion of the task, students will be given comprehensive feedback on their performance and advice on how they can improve.
* Students can also be given their student rank on that task, and their cumulative rank for their courses.
* If a student submits an assessment task that is only partially completed, it may be deemed to be a ‘non-serious attempt’ and not accepted. The student will be required to re-submit the task.

**Recording Assessment Marks**

Assessment marks must be:

* Kept by the course teachers in their individual mark books, and
* Entered into the Millennium School Administration program.
* **Assessment of VET Courses**

**Frameworks**

VET courses are competency-based. No internal assessment mark is required for these courses. The NESA and the Vocational Education and Training Accreditation Board (VETAB) require that, for each student, a competency-based approach to assessment be used.

In a competency-based course, assessment of competencies is criterion referenced. Thus a student’s performance is judged against a prescribed standard, not against the performance of other students.

The purpose of assessment is to judge competence on the basis of performance. A student is judged as either competent or not yet competent against the performance criteria set out for the elements of competency within each unit of competency. This judgement is made on the basis of evidence which may be in a variety of forms. The teacher will keep a record of all units of competency achieved. There is no pass or fail mark, therefore a course mark and rank is not allocated. For this reason, the assessment schedule for Year 11 VET courses is in a different format to other Board Developed Courses.

Students may be assessed when they are ready rather than at a prescribed time and may be reassessed for competency if they are deemed ‘not yet competent’.

For a student to be considered to have satisfactorily completed their VET course there must be sufficient evidence that the student has:

* Followed the course as specified by attempting the required units of competency;
* Demonstrated that they have applied themselves to the set tasks and experiences with diligence and sustained effort;
* Undertaken the mandatory work placements (a total of 70 hours for Years 11 and 12);
* Achieved some or all of the course outcomes.

Students will receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency will lead to a Certificate 1 or 2 at AQF level or a Statement of Attainment towards the AQF qualification that will be issued by NESA.

* Provision for ‘N’ determination and student warnings applies to these courses.
* Students will nominate during the Higher School Certificate year whether they will attempt the external examination.
* The written examination is independent of the competency-based assessment undertaken during the course and has no relevance to the student’s eligibility to receive AQF qualifications.
* The marks achieved by the student in the examination are used as the sole basis for determining the contribution of the course to the student’s ATAR obtained in the Trial Higher School Certificate.
* VET examinations are submitted to the NESA to be used only in the case an estimate is required due to illness or misadventure during the Higher School Certificate
* **Malpractice**

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own. Malpractice, including **plagiarism**, could lead to you receiving zero marks and may jeopardise your Year 11 and overall HSC credential.

Plagiarism, or the copying of other authors’ work without appropriate acknowledgement, is illegal under the Copyright Act of 1968. Students found guilty of plagiarism in any assessment task will be awarded zero for that task and have the task recorded as a non-attempt.

Malpractice is an activity that allows you to gain an unfair advantage over other students.

It includes, but is not limited to:

* Copying someone else’s work in part or in whole, and presenting it as your own;
* Using material directly from books, journals, CDs or the internet without reference to the source;
* Building on the ideas of another person without reference to the source;
* Buying, stealing or borrowing another person’s work and presenting it as your own;
* Submitting work to which another person such as a parent, coach or course expert has contributed substantially;
* Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
* Paying someone to write or prepare material;
* Breaching school examination rule/s;
* Disrupting an assessment task;
* Using non-approved aides during an assessment task;
* Contriving false explanations to explain work not handed in by the due date;
* Assisting another student to engage in malpractice;
* Missing lesson/s in one or more courses to complete an assessment task for another course;
* Allowing other students to copy your work;
* Truancy or absence from an assessment task without providing a satisfactory explanation.
* **Procedures for the Late Submission and Non-completion of Assessments**

**Failure to submit a formal assessment task:**

Where an assessment task is not submitted before or on the notified due date and adequate evidence of illness or misadventure has not been supplied:

* A mark of zero will be record for the task.
* An “N-determination” warning letter will be sent.
* The assessment task must still be attempted in order to fulfil the requirements of the N-determination warning letter and prevent the possibility of achieving an N-determination for the course from occurring.

**Accident, Illness and Misadventure**

If a student believes that their performance in a Year 11 Assessment Task has been affected by accident, illness or misadventure, they may apply for a Consideration of Illness/Misadventure/Variation.

Students may also apply if an accident, illness or misadventure prevents them from attending an examination. Failure to attend an examination is serious. The Head Teacher Administration must be informed if a student is unable to sit for an examination.

Misadventure applications may also include incidents which are outside a student’s control, but which can affect performance in an examination, or the ability to submit an assessment task, for example, death of a family member.

**Special circumstances**

If a student knows an assessment task is due when they will be absent from school due to ‘Special Circumstances’ (for example representative sport commitments), then a ‘Consideration of Illness/Misadventure/Variation Form’ must be submitted at least TWO days prior to their departure, through their teacher or Faculty Head Teacher to the Head Teacher Administration.

**Evidence**

Students must be able to provide evidence that clearly identifies the disadvantage experienced. Supporting evidence must include:

1. A detailed statement by the student explaining how he/she has been affected;
2. A Medical Certificate; and
3. Any other evidence the student believes to be appropriate (e.g. parental contact, Statutory Declaration)

**Time frame for lodging an application for an Illness/Misadventure/Variation**

Assessment Tasks:

The Head Teacher Administration must be notified on or before the due date.

Written evidence must be supplied within one week of the due date.

Written Examinations:

The Head Teacher Administration must be notified on the day of the examination.

Written evidence must be supplied within one week of the last examination.

Applications will be determined by the Year Deputy Principal in consultation with the course teacher, Faculty Head Teacher, the Head Teacher Administration, and the Principal, as required.

* If a student’s application is **rejected**:
* A mark of zero will be recorded for the task.
* An “N-determination” warning letter will be sent.
* The assessment task must still be attempted in order to fulfil the requirements of the N-determination warning letter and prevent the possibility of achieving an N-determination for the course from occurring.
* If a student’s application is **supported**, the following options will be considered:
* An adjustment to the due date of the original task or the date to sit, if an exam or test.
* The completion of a substitute task based on the same outcomes as the original task.
* The use of an estimated mark based on other appropriate evidence. This option to be employed as a last resort and in exceptional circumstances only.
* If a student applies for consideration **prior** to a task:
* If the application is supported, the same options as outlined above will be considered.
* If the application is rejected, then the student will sit/complete the task by the due date as normal, and the marks achieved will be used in their assessment.

In general, administering a substitute task is preferable to providing an estimated mark. The course of action is recorded on the application form and a copy is given to the student.

* **Application for Disability Provisions**

A student suffering chronic illness, or ongoing circumstances that impact on their performance, may apply for Disability Provisions, as allowed by NESA for HSC exams, such as extra time to complete a task or the use of a writer. Estimation of marks should not be used in these circumstances.

* **Attendance**

While NESA does not mandate attendance requirements, attendance rates lower than 85% will cause concern and the school may determine that the course completion criteria have not been met. Absences will be regarded seriously by the school staff who will give students early warning of the consequences of such absences.

* **Responsibilities of Students**
1. **Complete all tasks -** It is expected that you will complete all tasks, making a genuine attempt with no sign of malpractice (cheating).

Students are responsible for ensuring they are present for assessment tasks and that tasks are submitted on time. Students will submit tasks such as essays, assignments and fieldwork reports to the teacher by the due date and time as specified on the Assessment Task Notification.

1. **Keep yourself informed -** You are expected to check with your class teacher, after any absence from class, whether you have missed any information regarding assessment tasks.
2. **Hand tasks in on time -** It is your responsibility to be present for, or submit, an assessment task on the day and at the time it is due. Tasks **MUST** be submitted to the class teacher or other staff member nominated by the class teacher, and you must sign the Assessment Task Register. Alternate arrangements may require written evidence.

All written assessment tasks must be submitted in printed form or by email (after negotiation with your teacher) on or before the due date and time. Thumb drives containing an assessment task will not be accepted without an accompanying hard copy. ***Problems with technology will not be accepted as a valid excuse for failure to submit an assessment task by the due date.***

1. **Clashes -** It is your responsibility to let your teacher know if there is a clash, such as several tasks due on the same day or a compulsory excursion on the same day as an Assessment Task.
2. **If you are going to be absent -** It is your responsibility to arrange for the handing in of a task during your absence or for the provision of necessary documentation if you are unable to do so.
3. **Understand the Requirements for the Award of an HSC -** Familiarise yourself with the requirements for the award of the Year 11 and HSC regarding satisfactory completion of courses and satisfactory attendance (and stick to them).
4. **Assessment Schedule -** Ensure you have a copy of the assessment schedule for EACH course you are studying and that you are aware of course requirements.
5. **Understand the Taree High School Year 11 Assessment Policy -** Be aware of the Year 11 Assessment Policy and procedures of Taree High School as detailed in this booklet.
6. **Illness/Misadventure -** If a student is absent for legitimate reason such as illness, a fully documented explanation must be submitted to the class teacher. If a student knows they will be unable to complete the task by the due date, notification in writing must be made to the class teacher. The ‘Application for Consideration of Illness/Misadventure/Variation Form’ must be used.
* **NESA Eligibility Requirements & Pattern of Study**

**Eligibility**

To be eligible for the award of the Higher School Certificate students must have:

* Gained the Record of School Achievement (RoSA) or such other qualifications as NESA considers satisfactory
* Attended a government school, an accredited non-government school, a school outside NSW recognised by the Board, or a college or TAFE
* Satisfactorily completed courses that comprise the pattern of study required by the Board for the award of the Higher School Certificate
* Sat for and made a serious attempt at the required HSC examinations.

**Pattern of Study**

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

* At least six units of Board Developed Courses - at Year 11 and Year 12 levels
* At least two units of a Board Developed Course in English\*
* At least three courses of two-unit value or greater (either Board Developed or Board Endorsed Courses) - at Year 11 and HSC level
* At least four subjects - at Year 11 and HSC level

\* Satisfactory completion of *English Studies* will fulfil English requirements for the HSC. The course will count towards the 6 units of Board Developed Courses required for the award of the HSC.

*For Science courses:*

* A maximum of six Year 11 units and seven Year 12 units can be studied.

*Meet eligibility requirements for:*

* English (ESL) course
* Continuers course in language
* Beginners course in language
* Heritage course in language

*All Year 11 and Year 12:*

* Board Endorsed Courses have current endorsement
* Students have completed the HSC: All My Own Work program (except Life Skills students)
* **Understanding HSC Marks**

The HSC mark is a 50:50 combination of a student’s exam mark and their school-based assessment mark for each course. The NESA puts the school-based marks through a process of moderation to allow a fair comparison of marks in each course across different schools.

The moderation process adjusts the school-based assessment marks using three points:

* The mean of the school group’s assessments is adjusted to equal the mean of the exam marks obtained by the students in that group.
* The top assessment mark is adjusted to equal the highest exam mark obtained by any student in the group.
* Where possible, the bottom moderated assessment is equal to the lowest exam mark obtained by any student in the group.

The total number of exam marks achieved by the students in a school group for a course is added together. The school-based group mark total is adjusted to equal the exam marks total.

The rankings and the gaps between each rank determined by the school-based assessment are maintained during moderation and the exam marks are distributed between the different ranks.

* **What is the Australian Tertiary Admission Rank (ATAR)?**

The ATAR is a ranking of the students within their cohort (all NSW students completing each course). These rankings in each course are averaged for the best 10 units of a student’s ATAR courses:

* The best two units of English

* The best eight units from the remaining units
* No more than two units of Category B courses can be included.

The calculation of the ATAR is a complex process that begins with scaling the raw HSC marks and ends with ranking students among their Year 7 cohort.

To be eligible for an ATAR, students must complete at least 10 units of Board Developed Courses including:

* At least eight units from Category A subjects (no more than 2 units of Category B subjects)
* At least two units of English
* At least three Board Developed Courses of two units or greater
* At least four subjects

Board Endorsed Courses and Content Endorsed Courses, including vocational Content Endorsed Courses and the English Studies Content Endorsed Course do not satisfy requirements for the ATAR.



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**Application for Consideration of Illness/Misadventure/Variation**

**Course: Year 11 or HSC** **(Circle one)**

|  |  |
| --- | --- |
| **STUDENT NAME**  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **COURSE** | **TASK AFFECTED** | **DATE** | **TEACHER** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Reason for Application (brief description)**

................................................................................................................................................................................................................................................................................................................................................................................................................................................

**Please attach any supporting evidence to this Application (e.g. Medical Certificate)**

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Carer signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Submit this form to your Year Deputy Principal**

✀

**This section will be completed and returned to the student as soon as possible.**

**Determination re: Application for Consideration of Illness/Misadventure/Variation**

Date Application received: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The Application has been approved: YES / NO

The following arrangements have been made:

............................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................................

Deputy Principal: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Glossary of Terms**

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

**Account:** Account for; state reasons for, report on. Give an account of: narrate a series' of events or transactions

**Analyse:** Identify components and the relationship between them; draw out and relate implications

**Apply:** Use, utilise, or employ in a particular situation

**Appreciate:** Make a judgement about the value of

**Assess:** Make a judgement of value, quality, outcomes, results or size

**Calculate:** Ascertain/determine from given facts, figures or information

**Clarify:** Make clear or plain

**Classify:** Arrange or include in classes/categories

**Compare:** Show how things are similar or different

**Construct:** Make; build; put together items or arguments

**Contrast:** Show how things are different or opposite

**Critically:** Add a degree or level of accuracy depth, knowledge and understanding, (analyse/logic, questioning, reflection and quality to (analysis/evaluation) evaluate)

**Deduce:** Draw conclusions

**Define:** State meaning and identify essential qualities

**Demonstrate:** Show by example

**Describe:** Provide characteristics and features

**Discuss:** Identify issues and provide points for and/or against

**Distinguish:** Recognise or note/indicate as being distinct or different from; to note differences between

**Evaluate:** Make a judgement based on criteria; determine the value of

**Examine:** Inquire into

**Explain:** Relate cause and effect; make the relationships between things evident; provide why and/or how

**Extract:** Choose relevant and/or appropriate details

**Extrapolate:** Infer from what is known

**Identify:** Recognise and name

**Interpret:** Draw meaning from

**Investigate:** Plan, inquire into and draw conclusions about

**Justify:** Support an argument or conclusion

**Outline:** Sketch in general terms; indicate the main features of

**Predict:** Suggest what may happen based on available information

**Propose:** Put forward (for example a point of view, idea, argument, suggestion) for consideration or action

**Recall:** Present remembered ideas, facts or experiences

**Recommend:** Provide reasons in favour

**Recount:** Retell a series of events

**Summarise:** Express, concisely, the relevant details

**Synthesise:** Putting together various elements to make a whole



Year 11 Higher School Certificate Assessment Schedule

**ANCIENT HISTORY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Source Analysis**Investigating Ancient History | **Research and Essay**Historical Investigation | **Final Examination** |
| **Due Date** | **Term 1, 2023** **Week 8** | **Term 2, 2023****Week 7 / 8** | **Term 3, 2023****Week 9**  |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| AH11-6, AH11-7,AH11-9, AH11-10 | AH11-3, AH11-4, AH11-5, AH11-6, AH11-6, AH11-8, AH11-9 | AH11-1, AH11-2, AH11-6,AH11-7, AH11-9 |
| Knowledge and understanding of course content  | **40** | 10 | 10 | 20 |
| Historical skills in the analysis and evaluation of sources and interpretations  | **20** | 5 | 5 | 10 |
| Historical inquiry and research  | **20** | 10 | 10 |  |
| Communication of historical understanding in appropriate forms  | **20** | 5 | 5 | 10 |
| **Total %** | **100** | **30** | **30** | **40** |

**Ancient History Year 11 HSC Outcomes**

**A student:**

AH11.1 Describes the nature of continuity and change in the ancient world

AH11.2 Proposes ideas about the varying causes and effects of events and developments

AH11.3 Analyses the role of historical features, individuals and groups in shaping the past

AH11.4 Accounts for the different perspectives of individuals and groups

AH11.5 Examines the significance of historical features, people, places, events and developments of the ancient world

AH11.6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH11.7 Discusses and evaluates differing interpretations and representations of the past

AH11.8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH11.9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH11.10 Discusses contemporary methods and issues involved in the investigation of ancient history



Year 11 Higher School Certificate Assessment Schedule

**BIOLOGY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Depth Study**  | **Practical Test**  | **Final Examination** |
| **Due Date** | **Term 1, 2023****Week 8** | **Term 2, 2023****Week 8** | **Term 3, 2023****Week 9/10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| BIO11.1, BIO11.4, BIO11.6,BIO11.7, BIO11.11 | BIO11.2, BIO11.3, BIO11.4, BIO11.5, BIO11.9 | BIO11.1 – BIO11.11 |
| Knowledge and Understanding  | **40** | 10 | 10 | 20 |
| Skills  | **60** | 25 | 15 | 20 |
| **Total %** | **100** | **35** | **25** | **40** |

**Biology Year 11 HSC Outcomes**

**A student:**

BIO11/12.1 Develops and evaluates questions and hypotheses for scientific investigation

BIO11/12.2 Designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12.3 Conducts investigations to collect valid and reliable primary and secondary data and information

BIO11/12.4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11/12.5 Analyses and evaluates primary and secondary data and information

BIO11/12.6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11/12.7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

BIO11/12.8 Describes single cells as the basis for all life by analysing and explaining cells’ ultrastructure and biochemical processes

BIO11/12.9 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

BIO11/12.10 Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11/12.11 Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem



Year 11 Higher School Certificate Assessment Schedule

**BUSINESS STUDIES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Case Study**Nature of Business & Business Management | **Small Business Plan**Business Planning | **Final Examination** |
| **Due Date** | **Term 1, 2023****Week 10** | **Term 3, 2023** **Week 3** | **Term 3, 2023** **Week 9-10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| P1, P2, P4, P5, P6, P7, P8, P9, P10 | P1, P3, P6, P7, P8, P9, P10 | P1, P2, P3, P4, P5, P8, P10 |
| Knowledge and understanding of course content  | **40** | 5 | 20 | 15 |
| Stimulus-based skills | **20** | 10 |  | 10 |
| Inquiry and research  | **20** | 10 | 10 |  |
| Communication of Business information, ideas and issues in appropriate forms | **20** |  | 10 | 10 |
| **Total %** | **100** | **25** | **40** | **35** |

**Business Studies Year 11 HSC Outcomes**

**A student:**

P1. Discuss the nature of business, its role in society and types of business structure

P2. Explain the internal and external influences on businesses

P3. Describe the factors contributing to the success or failure of small to medium enterprises

P4. Assesses the processes and interdependence of key business functions

P5. Examines the application of management theories and strategies

P6. Analyses the responsibilities of business to internal and external stakeholders

P7. Plans and conducts investigations into contemporary business issues

P8. Evaluates information for actual and hypothetical business situations

P9. Communicates business information and issues in appropriate formats

P10. Applies mathematical concepts appropriately in business situations



Year 11 Higher School Certificate Assessment Schedule

**CERAMICS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Ceramics Project 1**Making and Folio | **Ceramics Project 2**Making and Folio | **Critical and Historical Studies**Examination |
| **Due Date** | **Term 1, 2023****Week 10** | **Term 2, 2023****Week 8** | **Term 3, 2023****Week 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| M1, M2, M3, M4, M5, M6 | M1, M2, M3, M4, M5, M6 | C1, C2, C3, C4, C5 |
| Making | **70** | 35 | 35 |  |
| Critical and Historical Studies | **30** |  |  | 30 |
| **Total %** | **100** | **35** | **35** | **30** |

**Ceramics Year 11 HSC Outcomes**

**A student:**

M1 Generates a characteristic style that is increasingly self-reflective in their ceramic practice

M2 Explores concept of artist, ceramist, sculptor, designer, maker, interpretation of the world and of audience response in their making of ceramic work

M3 Investigates different points of view in the making of ceramic works

M4 Explores ways of generating ideas as representations in the making of ceramic work

M5 Engages in the development of different techniques suited to artistic intentions in the making of ceramic works

M6 Takes into account issues of Work Health and Safety in their practice

CH1 Generates in their critical and historical investigations ways to interpret and explain ceramics works and practices

CH2 Investigates the roles and relationships of the concepts of work, world, artist, ceramist, sculptor, designer, maker and audience in critical and historical investigations

CH3 Distinguishes between different points of view in their critical and historical studies

CH4 Explores ways in which histories, narratives, and other accounts can be built to explain practices and interest in ceramics

CH5 Recognises how ceramic work are used in various fields of culture production



Year 11 Higher School Certificate Assessment Schedule

**CHEMISTRY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Depth Study** | **Practical Test** | **Final Exam**  |
| **Due Date** | **Term 1, 2023****Week 10** | **Term 2, 2023****Week 10** | **Term 3, 2023****Week 9/10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| CH11.1, CH11.2, CH11.4, CH11.7, CH11.10  | CH11.3, CH11.5, CH11.6, CH11.8, CH11.9 | CH11.1 – CH11.11 |
| Knowledge and Understanding | **40** | 15 | 10 | 15 |
| Skills  | **60** | 20 | 20 | 20 |
| **Total %** | **100** | **35** | **30** | **35** |

**Chemistry Year 11 HSC Outcomes**

**A student:**

CH11.1 Develops and evaluates questions and hypotheses for scientific investigation

CH11.2 Designs and evaluates investigations in order to obtain primary and secondary data and information

CH11.3 Conducts investigations to collect valid and reliable primary and secondary data and information

CH11.4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11.5 Analyses and evaluates primary and secondary data and information

CH11.6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11.7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH11.8 Explores the properties and trends in the physical, structural and chemical aspects of matter

CH11.9 Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

CH11.10 Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

CH11.11 Analyses the energy considerations in the driving force for chemical reactions

Year 11 Higher School Certificate Assessment Schedule

**COMMUNITY & FAMILY STUDIES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Management Plan****Resource Management**  | **Support Network** | **Final Examination** |
| **Due Date** | **Term 2, 2023****Week 2**  | **Term 3, 2023****Week 2** | **Term 3, 2023** **Week 9/10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| P1.1, P1.2, P4.2, P5.1, P6.1, 7.3 | P2.1, P2.3, P4.1, P4.2 | P1.1 – P7.4 |
| Knowledge and understanding of course content  | **40** | 15 | 15 | 10 |
| Skills in critical thinking, research methodology, analysis and communicating  | **60** | 20 | 20 | 20 |
| **Total %** | **100** | **35** | **35** | **30** |

**Community & Family Studies Year 11 HSC Objectives**

1. Knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing.

2. Knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing.

3. Knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities.

**Community & Family Studies Year 11 HSC Outcomes**

**A student:**

P1.1 Describes the contribution an individual’s experiences, values, attitudes and beliefs make to the development of goals

P1.2 Proposes effective solutions to resource problems

P2.1 Accounts for the roles and relationships that individuals adopt within groups

P2.2 Describes the role of the family and other groups in the socialisation of individuals

P2.3 Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement

P2.4 Analyses the interrelationships between internal and external factors and their impact on family functioning

P3.1 Explains the changing nature of families and communities in contemporary society

P3.2 Analyses the significance of gender in defining roles and relationships

P4.1 Utilises research methodology appropriate to the study of social issues

P4.2 Presents information in written, oral and graphic form

P5.1 Applies management processes to maximise the efficient use of resources

P6.1 Distinguishes those actions that enhance wellbeing

P6.2 Uses critical thinking skills to enhance decision making

P7.1 Appreciates differences among individuals, groups and families within communities and values their contributions to society

P7.2 Develops a sense of responsibility for the wellbeing of themselves and others

P7.3 Appreciates the value of resource management in response to change

P7.4 Values the place of management in coping with a variety of role expectations



Year 11 Higher School Certificate Assessment Schedule

**DRAMA**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Improvisation, Playbuilding & Acting**Group Performance & Log Book  | **Elements of Production in Performance** Individual Projects Taster & Log Book  | **Theatrical Traditions and Performance Styles** History of Theatre Performance and Written Essay  |
| **Due Date** | **Term 1, 2023****Week 10**  | **Term 2, 2023****Week 10**  | **Term 3, 2023****Week 10**  |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| P1.1, P1.4, P1.5, P2.1, P2.2, P2.3 | P1.3, P1.6, P1.7, P3.3 | P1.2, P1.6, P2.1, P3.1, P3.1, P3.3 |
| Making  | **40** | 10 | 20 | 10 |
| Performing  | **30** | 20 |  | 10 |
| Critically Studying  | **30** |  | 10 | 20 |
| **Total %** | **100** | **30** | **30** | **40** |

**Drama Year 11 HSC Outcomes**

A Student:

P1.1 Develops acting skills in order to adopt and sustain a variety of characters and roles

P1.2 Explores ideas and situation, expressing them imaginatively in dramatic form

P1.3 Demonstrates performance skills appropriate to a variety of styles and media

P1.4 Understanding, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively

P1.5 Understands, demonstrates and records the process of developing and refining ideas and scripts through to performance

P1.6 Demonstrates directorial and acting skills to communicate meaning through dramatic acting

P1.7 Understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration

P1.8 Recognises the value of individual contributions to the artistic effectiveness of the whole

P2.1 Understanding the dynamic of actor-audience relationship

P2.2 Understands the contributions to a production of the playwright, director, dramaturg, designers, front of house staff, technical staff and producers

P2.3 Demonstrates directorial and acting skills to communicate meaning through dramatic action

P2.4 Performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces

P2.5 understands and demonstrates the commitments, collaboration and energy required for a production

P2.6 Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance

P3.1 Critically appraises and evaluates, both orally and in writing, personal performances and the performance of others

P3.2 Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques

P3.3 Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

P3.4 Appreciates the contribution that drama and theatre makes to Australian and other societies by raising awareness and expressing ideas about issues of interest



Year 11 Higher School Certificate Assessment Schedule

**ENGLISH ADVANCED**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task** | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Reading to Write** Imaginative text with reflection  | **Narratives that Shape our World** Multimodal Presentation  | **Yearly Examination** Critical Response  |
| **Due Date** | **Term 1, 2023****Week 9** | **Term 2, 2023****Week 9** | **Term 3, 2023** **Week 8-9**  |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| EA11.3, EA11.5, EA11.9 | EA11.1, E3A11.2, EA11.3,EA11.5, EA11.7, EA11.9 | EA11.1, EA11.4, EA11.5, EA11.6, EA11.8 |
| Knowledge and understanding of course content  | **50** | 15  | 20 | 15 |
| Skill in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes | **50** | 15 | 20 | 15 |
| **Total %** | **100** | **30** | **40** | **30** |

**English Advanced Year 11 HSC Outcomes**

**A student:**

EA11.1 Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11.2 Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11.3 Analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11.4 Strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11.5 Thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA11.6 Investigates and evaluates the relationships between texts

EA11.7 Evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11.8 Explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11.9 Reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner



Year 11 Higher School Certificate Assessment Schedule

**ENGLISH EXTENSION 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description** | **Imaginative Response**  | **Comparative Essay** | **Multimodal Presentation** |
| **Due Date** | **Term 1, 2023****Week 10** |  **Term 2, 2023****Week 9** | **Term 3, 2023****Week 9-10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| EE11.2, EE11.3, EE11.6 | EE11.1, EE11.2, EE11.3, EE11.4 EE11.5 | EE11.1, EE11.2, EE11.3, EE11.5 |
| Knowledge and understanding of texts and why they are valued  | **50** | 15 | 20 | 15 |
| Skills in complex analysis composition and investigation  | **50** | 15 | 20 | 15 |
| **Total %** | **100** | **30** | **40** | **30** |

**English Extension 1 Year 11 HSC Outcomes**

**A student:**

EE11.1 Demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE11.2 Analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

EE11.3 Thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11.4 Develops skills in research methodology to undertake effective independent investigation

EE11.5 Articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

EE11.6 Reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity



Year 11 Higher School Certificate Assessment Schedule

**ENGLISH STANDARD**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Imaginative Text** Reading to Write  | **Multimodal Presentation** Contemporary Possibilities  | **Analytical Response Under Exam Conditions**Close Study of Literature  |
| **Due Date** | **Term 1, 2023****Week 9** | **Term 2, 2023** **Week 9** | **Term 3, 2023** **Week 8-9**  |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| EN11-3, EN11-5, EN11-9 | EN11-1, EN1-2, EN11-3, EN11-5,EN11-6, EN11-7 | EN11-1, EN11-3, EN11-5, EN11-8 |
| Knowledge and understanding of course content  | **50** | 15 | 20 | 15 |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes  | **50** | 15 | 20 | 15 |
| **Total %** | **100** | **30** | **40** | **30** |

**English Standard Year 11 HSC Outcome**

**A Student:**

EN11.1 Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11.2 Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11.3 Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

EN11.4 Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11.5 Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN11.6 Investigates and explains the relationships between texts

EN11.7 Understands and explains the diverse ways texts can represent personal and public worlds

EN11.8 Identifies and explains cultural assumptions in texts and their effects on meaning

EN11.9 Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner



Year 11 Higher School Certificate Assessment Schedule

**ENGLISH STUDIES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Written Report on Community Engagement**Mandatory Module:Achieving through English | **Multimodal Presentation**Elective Module: | **Collection of Classwork**All Modules |
| **Due Date** | **Term 1, 2023****Week 8** | **Term 2, 2023****Week 6** | **Term 3, 2023****Week 9** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| ES11-1, ES11-4, ES11-5, ES11-6 | ES11-2, ES11-6, ES11-7, ES11-8 | ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10 |
| Knowledge and understanding of course content | **50** | 15 | 15 | 20 |
| **Skills in:** * Comprehending texts
* Communication ideas
* Using language accurately, appropriately and effectively
 | **50** | 15 | 15 | 20 |
| **Total %** | **100** | **30** | **30** | **40** |

**English Studies Year 11 HSC Outcomes**

**A student:**

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

ES11.2 Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11.3 Gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11.4 Composes a range of texts with increasing accuracy and clarity in different forms

ES11.5 Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11.6 Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES11.7 Represents own ideas in critical, interpretive and imaginative texts

ES11.8 Identifies and describes relationships between texts

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

ES11.10 Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning



Year 11 Higher School Certificate Assessment Schedule

**EXPLORING EARLY CHILDHOOD**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  |  **Research Task:**Infertility Technologies  | **Problem Solving:** Design it & Make it  | **Let’s Party**  |
| **Due Date** | **Term 1, 2023****Week 8** | **Term 2, 2023****Week 8** | **Term 3, 2023****Week 9/10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| P1.1, P5.1, P6.2 | P1.2, P2.4, P5.1 | P1.3, P2.2, P3.1, P6.1  |
| Knowledge and understanding   | **45** | 10 | 20 | 15 |
| Skills  | **55** | 20 | 30 | 5 |
| **Total %** | **100** | **30** | **50** | **20** |

**Exploring Early Childhood Year 11 HSC Outcomes**

**A student:**

P1.1 Analyses prenatal issues that have an impact on development

P1.2 Examines major physical, social-emotional, behavioural, cognitive and language development of young children

P1.3 Examines the nature of different periods in childhood – infant, toddler, preschool and the early school years

P1.4 Analyses the way in which family, community and culture influence the growth and development of young children

P1.5 Examines the implications for growth and development when a child has special needs

P2.1 Analyses issues relating to the appropriateness of a range of services for different families

P2.2 Critically examines factors that influence the social world of young children

P2.3 Explains the important of diversity as a positive issues for children and their families

P2.4 Analyses the role of a range of environmental factors that have an impact on the lives of young children

P2.5 Examines strategies that promote safe environments

P3.1 Evaluates strategies that encourage positive behaviour in young children

P4.1 Demonstrate appropriate communication skills with children and or/adults

P4.2 Interacts appropriately with children and adults from a wide range of culture backgrounds

P4.3 Demonstrates appropriate strategies to resolve group conflict

P5.1 Analyses and compares information from a variety of sources to develop an understanding of child growth and development

P6.1 Demonstrates an understanding of decision making processes

P6.2 Critically examines all issues including beliefs and values that may influence interactions with others

**Values and Attitudes:**

V1.1 Display a willingness to respond to the individual needs of young children and families

V1.2 Interacts with children and adults in a positive non-judgemental and accepting manner

V2.1 Appreciates the importance of facilitating responsible and supportive interactions with young children



Year 11 Higher School Certificate Assessment Schedule

**FOOD TECHNOLOGY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Food Selection & Availability**  | **Food Quality Experiment & Preparation** | **Yearly Examination**  |
| **Due Date** | **Term 1, 2023****Week 8** | **Term 2, 2023****Week 8** | **Term 3, 2023****Week 9/10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| P1.1, P1.2, P4.2 | P2.2, P3.2, P4.1, P4.4 | P1.1, P1.2, P2.2, P4.4, P5.1 |
| Knowledge and understanding of course content  | **40** |  |  | 40 |
| Knowledge and skills in designing, researching, analysing and evaluating | **30** | 20 | 10 |  |
| Skills in experimenting with and preparing food by applying theoretical concepts | **30** | 10 | 20 |  |
| **Total %** | **100** | **30** | **30** | **40** |

**Food Technology Year 11 HSC Outcomes**

**A student:**

1.1 Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods

1.2 Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors

2.1 Explains the role of food nutrients in human nutrition

2.2 Identifies and explains the sensory characteristics and functional properties of food

3.1 Assesses the nutrient value of meals/diets for particular individuals and groups

3.2 Presents ideas in written, graphic and oral form using computer software where appropriate

4.1 Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food

4.2 Plans, prepares and presents foods which reflect a range of the influences on food selection

4.3 Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups

4.4 Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food

5.1 Generates ideas and develops solutions to a range of food situations



Year 11 Higher School Certificate Assessment Schedule

**INDUSTRIAL TECHNOLOGY: TIMBER**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Planning and Communication**  | **Skills Project** | **Yearly Examination** |
| **Due Date** | **Term 1, 2023****Week 10**  | **Term 3, 2023****Week 4/5** | **Term 3, 2023****Week 9** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| P3.1, P3.3, P5.1, P5.2 | P1.1, P1.2, P2.1, P6.1, P7.1 | P2.1, P3.1, P3.2, P4.1,P4.2, P4.3, P5.2 |
| Knowledge and understanding of course content | **55** | 10 | 30 | 15 |
| Knowledge and skills in the management, communication and production of projects | **45** | 10 | 30 | 5 |
| **Total %** | **100** | **20** | **60** | **20** |

**Industrial Technology - Timber Year 11 HSC Outcomes**

**A student:**

P1.1 Describes the organisation and management of an individual business within the focus area industry

P1.2 Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies

P2.1 Describes and uses safe working practices and correct workshop equipment maintenance techniques

P2.2 Works effectively in team situations

P3.1 Sketches, produces and interprets drawings in the production of projects

P3.2 Applies research and problem-solving skills

P3.3 Demonstrates appropriate design principles in the production of projects

P4.1 Demonstrates a range of practical skills in the production of projects

P4.2 Demonstrates competency in using relevant equipment, machinery and processes

P4.3 Identifies and explains the properties and characteristics of materials/components through the production of projects

P5.1 Uses communication and information processing skills

P5.2 Uses appropriate documentation techniques related to the management of projects

P6.1 Identifies the characteristics of quality manufactured products

P6.2 Identifies and explains the principles of quality and quality control

P7.1 Identifies the impact of one related industry on the social and physical environment

P7.2 Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment



Year 11 Higher School Certificate Assessment Schedule

**LEGAL STUDIES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Research Task**The Legal System | **Media File**Individual and Law | **Final Examination** |
| **Due Date** | **Term 2, 2023****Week 2** | **Term 3, 2023****Week 1** | **Term 3, 2023****Week 9/10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| P1, P2, P3, P4 | P5, P6, P7, P8 | P1, P2, P9, P10 |
| Knowledge and understanding of course content  | **40** | 10 | 10 | 20 |
| Analysis and evaluation  | **20** | 5 | 5 | 10 |
| Inquiry and Research  | **20** | 10 | 10 |  |
| Communication of legal information, ideas and issues in appropriate form | **20** | 5 | 5 | 10 |
| **Total %** | **100** | **30** | **30** | **40** |

**Legal Studies Year 11 HSC Course Outcomes**

**A student:**

P1 Identifies and applies legal concepts and terminology

P2 Describes the key features of Australian and international law

P3 Describes the operation of domestic and international legal systems

P4 Discusses the effectiveness of the legal system in addressing issues

P5 Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

P6 Explains the nature of the interrelationship between the legal system and society

P7 Evaluates the effectiveness of the law in achieving justice

P8 Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents

P9 Communicates legal information using well-structured responses

P10 Accounts for differing perspectives and interpretations of legal information and issues



Year 11 Higher School Certificate Assessment Schedule

**MATHEMATICS ADVANCED**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Informal Test****(F1)** | **Assignment****(C1)** | **Final Examination** |
| **Due Date** | **Term 1, 2023****Week 9** | **Term 2, 2023****Week 6** | **Term 3, 2023****Week 9/10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| MA11-1, MA11-2, MA11-8, MA11-9 | MA11-1, MA11-5, MA11-8, MA11-9 | MA11-1 to MA11-9 |
| Understanding, Fluency and Communicating  | **50** | 20 | 10 | 20 |
| Problem Solving, Reasoning and Justification  | **50** | 10 | 20 | 20 |
| **Total %** | **100** | **30** | **30** | **40** |

**Advanced Mathematics Year 11 HSC Outcomes**

**A student:**

MA11-1 Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

MA11-2 Uses the concepts of functions and relations to model, analyse and solve practical problems

MA11-3 Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA11-4 Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MA11-5 Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6 Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

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

MA11-8 Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

MA11-9 Provides reasoning to support conclusions which are appropriate to the context

Year 11 Higher School Certificate Assessment Schedule

**MATHEMATICS EXTENSION 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Informal Test**  | **Assignment** **(F1, F2)** | **Final Examination**  |
| **Due Date** | **Term 1, 2023****Week 8** | **Term 2, 2023****Week 10** | **Term 3, 2023****Week 9/10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| ME11-5, ME11-6, ME11-7 | ME11-1, ME11-2, ME11-6, ME11-7 | ME11-1 to ME11-7 |
| Understanding, Fluency and Communicating  | **50** | 20 | 10 | 20 |
| Problem Solving, Reasoning and Justification  | **50** | 10 | 20 | 20 |
| **Total %** | **100** | **30** | **30** | **40** |

**Mathematics Extension 1 Year 11 HSC Outcomes**

**A student:**

ME11-1 Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

ME11-2 Manipulates algebraic expressions and graphical functions to solve problems

ME11-3 Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

ME11-4 Applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

ME11-5 Uses concepts of permutations and combinations to solve problems involving counting or ordering

ME11-6 Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts

ME11-7 Communicates making comprehensive use of mathematical language, notation, diagrams and graphs



Year 11 Higher School Certificate Assessment Schedule

**MATHEMATICS STANDARD**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Informal Test** **(A1, S1.1)** | **Assignment** **(F1.1)** | **Final Examination** **(F1.1, F1.2, A1, A2, S1, S2, M1, M2)** |
| **Due Date** | **Term 1, 2023****Week 8** | **Term 2, 2023****Week 6** | **Term 3, 2023****Week 9/10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| MS11-1, MS11-2, MS11-6, MS11-7, MS11-9, MS11-10 | MS11-2, MS11-5, MS11-6, MS11-9, MS11-10 | MS11-1 to MS11-10 |
| Understanding, Fluency and Communicating  | **50** | 20 | 10 | 20 |
| Problem Solving, Reasoning and Justification  | **50** | 10 | 20 | 20 |
| **Total %** | **100** | **30** | **30** | **40** |

**Mathematics Standard Year 11 HSC Outcomes**

**A student:**

MS11-1 Uses algebraic and graphical techniques to compare alternative solutions to contextual problems

MS11-2 Represents information in symbolic, graphical and tabular form

MS11-3 Solves problems involving quantity measurement, including accuracy and the choice of relevant units

MS11-4 Performs calculations in relation to two-dimensional and three-dimensional figures

MS11-5 Models relevant financial situations using appropriate tools

MS11-6 Makes predictions about everyday situations based on simple mathematical models

MS11-7 Develops and carries out simple statistical processes to answer questions posed

MS11-8 Solves probability problems involving multistage events

MS11-9 Uses appropriate technology to investigate, organise and interpret information in a range of contexts

MS11-10 Justifies a response to a given problem using appropriate mathematical terminology and/or calculations



Year 11 Higher School Certificate Assessment Schedule

**MODERN HISTORY**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Oral Task**Contestability of History | **Research and Essay**Historical Investigation | **Final Examination** |
| **Due Date** | **Term 1, 2023****Week 8** | **Term 2, 2023****Week 9** | **Term 3, 2023****Week 9/10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| MH11-6, MH11-7,MH11-9, MH11-10 | MH11-2, MH11-4, MH11-6,MH11-8, MH11-9 | MH11-1, MH11-3,MH11-5, MH11-9 |
| Knowledge and understanding of course content | **40** | 20 |  | 20 |
| Historical skills in the analysis and evaluation of sources and interpretations  | **20** | 5 | 5 | 10 |
| Historical inquiry and research  | **20** |  | 15 | 5 |
| Communication of historical understanding in appropriate forms  | **20** | 5 | 10 | 5 |
| **Total %** | **100** | **30** | **30** | **40** |

**Modern History Year 11 HSC Outcomes**

**A student:**

MH11.1 Describes the nature of continuity and change in the modern world

MH11.2 Proposes ideas about the varying causes and effects of events and developments

MH11.3 Analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11.4 Accounts for the different perspectives of individuals and groups

MH11.5 Examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11.6 Analyses and interprets different types of sources for evidence to support an historical account or argument

MH11.7 Discusses and evaluates differing interpretations and representations of the past

MH11.8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11.9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11.10 Discusses contemporary methods and issues involved in the investigation of modern history



Year 11 Higher School Certificate Assessment Schedule

**MUSIC 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Viva Voce & Students Devised Aural Analysis****Unit 1**Presentation & Written summary of Viva Voce, with student devised aural questions & response based on an excerpt discussed in Viva Voce | **Composition Portfolio & Aural Analysis****Unit 2**Composition or arrangement, including aural analysis of composition with reference to concepts of music relevant to the chosen topic  | **Performance & Viva Voce****Unit 3**Solo or ensemble performance and in class viva voce using performance repertoire of compositional techniques and features of the topic |
| **Due Date** | **Term 1, 2023****Week 10** | **Term 2, 2023****Week 7** | **Term 3, 2023****Week 8** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| P2, P4, P5, P6, P8 | P3, P4, P6, P7, P8 | P1, P2, P5, P6, P8  |
| Performance  | **25** |  |  | 25 |
| Composition  | **25** |  | 25 |  |
| Musicology  | **25** | 15 |  | 10 |
| Aural  | **25** | 10 | 15 |  |
| **Total %** | **100** | **25** | **40** | **35** |

**Music 1 Year 11 HSC Outcomes**

**A student:**

P1 Performs music that is characteristic of the topics studied

P2 Observes, reads, interprets and discusses simple musical scores characteristic of topics studied

P3 Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied

P4 Recognises and identifies the concepts of music and discusses their use in a variety of musical styles

P5 Comments on and constructively discusses performances and compositions

P6 Observes and discusses concepts of music in works representative of the topics studied

P7 Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied

P8 Identifies, recognises, experiments with and discusses the use of technology in music

P9 Performs as a means of self-expression and communication

P10 Demonstrates a willingness to participate in performance, composition, musicology and aural activities

P11 Demonstrates a willingness to accept and use constructive criticism



Year 11 Higher School Certificate Assessment Schedule

**PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **CORE 1** Better Health for Individuals Research Task Written-in class response to source materials  | **Core 2**The Body in MotionAnatomy Laboratory – In –ClassMovement and Training AnalysisReport –Hand – In | **Final Examination****Option 1** – First Aid**Option 3** – Fitness Choices |
| **Due Date** | **Term 1, 2023****Week 8/9**  | **Term 2, 2023****Week 6/8** | **Term 3, 2023****Week 9/10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| P1, P2, P3, P4, P5, P6, P15, P16 | P7, P8, P9, P10, P11, P16, P17 | P5, P6, P10, P12, P16, P17 |
| Knowledge and Understanding of course content | **40** | 10 | 10 | 20 |
| Skills in critical thinking, research, analysis and communicating  | **60** | 20 | 20 | 20 |
| **Total %** | **100** | **30** | **30** | **40** |

**PDHPE Objectives**

**Through the study of PDHPE, students will develop:**

• Values and attitudes that promote healthy and active lifestyles and communities

• Knowledge and understanding of the factors that affect health

• A capacity to exercise influence over personal and community health outcomes

• Knowledge and understanding about the way the body moves

• An ability to take action to improve participation and performance in physical activity

• An ability to apply the skills of critical thinking, research and analysis.

**PDHPE Year 11 HSC Outcomes**

**A student:**

P1 Identifies and examines why individuals give different meanings to health

P2 Explains how a range of health behaviours affect an individual’s health

P3 Describes how an individual’s health is determined by a range of factors

P4 Evaluates aspects of health over which individuals can exert some control

P5 Describes factors that contribute to effective health promotion

P6 Proposes actions that can improve and maintain an individual’s health

P7 Explains how body systems influence the way the body moves

P8 Describes the components of physical fitness and explains how they are monitored

P9 Describes biomechanical factors that influence the efficiency of the body in motion

P10 Plans for participation in physical activity to satisfy a range of individual needs

P11 Assesses and monitors physical fitness levels and physical activity patterns

P12 Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)

P13 Develops, refines and performs movement compositions in order to achieve a specific purpose

P15 Forms opinions about health-promoting actions based on a critical examination of relevant information

P16 Uses a range of sources to draw conclusions about health and physical activity concepts

P17 Analyses factors influencing movement and patterns of participation



Year 11 Higher School Certificate Assessment Schedule

**PHOTOGRAPHY, VIDEO & DIGITAL IMAGING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Photogram Unit** | **Animal Unit** | **Assemblage and Portfolio** |
| **Due Date** | **Term 1, 2023****Week 10** | **Term 2, 2023****Week 9**  | **Term 3, 2023****Week 7**  |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| M1-6 & CH1–5  | M1-6 & CH1–5 | M1-6 & CH1–5 |
| Making | **70** | 20 | 20 | 30 |
| Art Criticism and Art History | **30** | 5 | 5 | 20 |
| **Total %** | **100** | **25** | **25** | **50** |

**Photography, Video & Digital Imaging Year 11 HSC Outcomes**

 **A student:**

M1 Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

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

M3 Investigates different points of view in the making of photographs and/or videos and/or digital images

M4 Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5 Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6 Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

CH1 Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

CH2 Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3 Distinguishes between different points of view and offers interpretive accounts in critical and historical studies

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

CH5 Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production



Year 11 Higher School Certificate Assessment Schedule

**SOCIETY AND CULTURE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | The Social and Cultural WorldCross Cultural Study | **Research Task**Personal and Social Identity | **Final Examination** |
| **Due Date** | **Term 1, 2023****Week 9** | **Term 2, 2023****Week 7** | **Term 3, 2023** **Week 9/10**  |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| P1, P3, P9, P10 | P1, P2, P5, P7, P8, | P1, P2, P3, P4, P6, P9 |
| Knowledge and understanding of course content | **40** | 10 | 10 | 20 |
| Application and evaluation of social and cultural research methods | **30** | 10 | 10 | 10 |
| Communication of information, ideas and issues in appropriate forms | **30** | 10 | 10 | 10 |
| **Total %** | **100** | **30** | **30** | **40** |

**Society and Culture Year 11 HSC Outcomes**

**A student:**

P1 Identifies and applies social and cultural concepts

P2 Describes personal, social and cultural identity

P3 Identifies and describes relationships and interactions within and between social and cultural groups

P4 Identifies the features of social and cultural literacy and how it develops

P5 Explains continuity and change and their implications for societies

P6 Differentiates between social and cultural research methods

P7 Selects, organises and considers information from a variety of sources for usefulness, validity and bias

P8 Plans and conducts ethical social and cultural research

P9 Uses appropriate course language and concepts suitable for different audiences and contexts

P10 Communicates information, ideas and issues using appropriate written, oral and graphic forms



Year 11 Higher School Certificate Assessment Schedule

**SPORT, LIFESTYLE & RECREATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **MODULE 6 & 9****Healthy Lifestyle &****Games and Sports Application (1)**Written report & Related practical experience | **MODULE 5 & 6****Fitness Training****Games and Sports Application (1)**Fitness analysis and program design & Related practical experience | **Course Examination****MODULE 10****Healthy Lifestyle****First Aid and Sport Injuries** |
| **Due Date** | **Term 1, 2023****Week 10** | **Term 2, 2023****Week 9**  | **Term 3, 2023****Week 9/10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.3, 3.5, 4.3, 4.4 | 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.1, 4.4 | 1.1, 1.3, 1.6, 2.5, 3.3, 3.6, 4.5 |
| Healthy Lifestyle | **25** | 20 |  | 5 |
| Games and Sports Application (1) | **25** | 15 | 10 |  |
| Fitness Training | **25** |  | 25 |  |
| First Aid | **25** |  |  | 25 |
| **Total %** | **100** | **35** | **35** | **30** |

**Sport, Lifestyle & Recreation Year 11 HSC Outcomes**

**A student:**

1.1 Applies the rules and conventions that relate to participation in a range of physical activities

1.2 Explains the relationship between physical activity, fitness and healthy lifestyle

1.3 Demonstrates ways to enhance safety in physical activity

1.4 Investigates and interprets the patterns of participation in sport and physical activity in Australia

1.5 Critically analyses the factors affecting lifestyle balance and their impact on health status

1.6 Describes administrative procedures that support successful performance outcomes

2.1 Explains the principles of skill development and training

2.2 Analyses the fitness requirements of specific activities

2.3 Selects and participates in physical activities that meet individual needs, interests and abilities

2.4 Describes how societal influences impact on the nature of sport in Australia

2.5 Describes the relationship between anatomy, physiology and performance

3.1 Selects appropriate strategies and tactics for success in a range of movement contexts

3.2 Designs programs that respond to performance needs

3.3 Measures and evaluates physical performance capacity

3.4 Composes, performs and appraises movement

3.5 analyses personal health practices

3.6 Assesses and responds appropriately to emergency care situations

3.7 Analyses the impact of professionalism in sport

4.1 Plans strategies to achieve performance goal

4.2 Demonstrates leadership skills and a capacity to work cooperatively in movement context

4.3 Makes strategic plans to overcome the barriers to personal and community health

4.4 Demonstrates competence and confidence in movement contexts

4.5 Recognises the skills and abilities required to adopt roles that support health, safety and physical activity



Year 11 Higher School Certificate Assessment Schedule

**VISUAL ARTS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description** | **Research Essay**  | **Body of Work / VAPD** | **Final Examination**  |
| **Due Date** | **Term 1, 2023****Week 10** | **Term 3, 2023****Week 7** | **Term 3, 2023****Week 9/10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| P 7-10 | P 1-6 | P 7-10 |
| Artmaking | **50** | 10 | 40 |  |
| Art Criticism and Art History | **50** | 25 |  | 25 |
| **Total %** | **100** | **35** | **40** | **25** |

**Visual Arts Year 11 HSC Outcomes**

**A student:**

P1 Explores the conventions of practice in artmaking

P2 Explores the roles and relationships between the concepts of artist, artwork, world and audience

P3 Identifies the frames as the basis of understanding expressive representation through the making of art

P4 Investigates subject matter and forms as representations in artmaking

P5 Investigates ways of developing coherence and layers of meaning in the making of art

P6 Explores a range of material techniques in ways that support artistic intentions

P7 Explores the conventions of practice in art criticism and art history

P8 Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

P9 Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

P10 Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

**Year 11 Assessment Task Calendar 2023**

|  |  |
| --- | --- |
| **TERM 1** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1**(B) 31 Jan – 3 Feb  | **30th SDD** |
| **2**(A) 6 – 10 Feb |  |
| **3**(B) 13 – 17 Feb |  |
| **4**(A) 20 – 24 Feb |  |
| **5**(B) 27 Feb – 3 Mar |  |
| **6**(A) 6 – 10 Mar |  |
| **7**(B) 13 – 17 Mar |  |
| **8**(A) 20 – 24 Mar |  |
| **9**(B) 27 – 31 Mar |  |
| **10**(A) 3 – 6 Apr | **7th Good Friday**  |
| **TERM 2** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1**(B) 26– 28 Apr | **24th SDD, 25th ANAZC Day** |
| **2**(A) 1 – 5 May  |  |
| **3**(B) 8 – 12 May |  |
| **4**(A) 15 – 19 May |  |
| **5**(B) 22 – 26 May |  |
| **6**(A) 29 May – 2 Jun |  |
| **7**(B) 5 – 9 Jun |  |
| **8**(A) 13 – 16 Jun | **12th Public Holiday**  |
| **9**(B) 19 – 23 Jun |  |
| **10**(A) 26 – 30 Jun |  |
|  |
| **TERM 3** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1**(B) 18 - 21 Jul | **17th SDD** |
| **2**(A) 24 – 28 Jul |  |
| **3**(B) 31 Jul – 4 Aug  |  |
| **4**(A) 7 – 11 Aug |  |
| **5**(B) 14 – 18 Aug |  |
| **6**(A) 21 – 25 Aug |  |
| **7**(B) 28 Aug – 1 Sept |  |
| **8**(A) 4 – 8 Sept | **NON-ASSESSMENT WEEK** |
| **9**(B) 11 – 15 Sept | **YEAR 11 EXAMS** |
| **10**(A) 18 – 22 Sept | **YEAR 11 EXAMS**  |