

Year 11

Assessment

Handbook

2025



RESPECTING THE PAST, EMBRACING THE FUTURE

**Contents:** **Page:**

* Principles Behind Assessment at Taree High School 3
* Format of the Higher School Certificate 4
* Fulfilling the Course Requirements of the NSW Education Standard Authority (NESA) 4
* Procedures for Assessment 5
* Assessment of VET Courses 6
* Malpractice 7
* Procedures for the Late Submission and Non-completion of Assessments 7
* Application for Disability Provisions 9
* Attendance 9
* Responsibilities of Students 9
* NESA Eligibility Requirements & Patterns of Study 10
* Understanding HSC Marks 11
* What is the Australian Tertiary Admission Rank (ATAR)? 11
* Application for the Consideration of Illness/Misadventure/Variation Form 12
* Glossary of Terms 13
* Assessment Schedules & Outcomes **14 – 64**

|  |
| --- |
| **Course Name and Page Number** |
| Aboriginal Studies  | **14** | Health and Movement Science  | **40** |
| Ancient History  | **16**  | Industrial Technology – Timber  | **42** |
| Biology  | **18** | Legal Studies  | **44** |
| Business Studies  | **20** | Mathematics Advanced | **46** |
| Ceramics  | **22** | Mathematics Extension 1  | **48**  |
| Chemistry  | **24** | Mathematics Standard | **50**  |
| Community and Family Studies  | **26**  | Modern History  | **52** |
| Drama  | **28** | Music 1 | **54** |
| Engineering Studies  | **30** | Photography, Video and Digital Imaging  | **56** |
| English Advanced  | **32** | Physics  | **58**  |
| English Extension 1 | **34** | Sport, Lifestyle and Recreation  | **60**  |
| English Standard  | **36** | Visual Arts  | **62** |
| English Studies  | **38**  |  |  |

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

**Note:** The***Fitness, Hospitality 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.
* Missing school the day before and assessment task is due.
* **Artificial Intelligence in School Assessment Task**

**The Use of Artificial Intelligence in School Assessment Tasks by Students at Taree High School**

**Purpose:**

This policy prohibits the use of artificial intelligence (AI) in assessment tasks at Taree High School to maintain academic integrity and promote fair evaluation of students' knowledge and skills. Taree High School's stance on the use of AI by students in assessments is outlined in this policy; however, AI will continue to be utilised in educational programs and instruction.

**Policy:**

1. AI tools, software, or any other form of technology will not be permitted in assessment tasks at Taree High School, including tests, quizzes, exams, essays, and projects.
2. Assessment tasks will be designed by teachers to require students to demonstrate their own knowledge and skills without the use of AI.
3. Assessment Tasks in Year 10, 11 and 12 will be submitted through “turnitin”.
4. Any student found using AI in assessment tasks will face penalties, which may include a zero grade, an N Warning Letter, or resitting the task. For Stage 6 students, the use of AI may result in being entered on the NSW Education Standards Authority (NESA) academic malpractice register.

**Rationale:**

Assessment tasks are vital in evaluating students' knowledge and skills, and Taree High School must ensure that the evaluation process is fair and reliable. The use of AI in assessment tasks can compromise academic integrity and provide students with an unfair advantage. NESA prohibits the use of AI in the HSC and recommends that schools implement policies to prevent its use in other assessments. This policy aligns with NESA's guidelines and aims to promote fair and ethical evaluation practices at Taree High School.

* **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.



Albert Street

Taree NSW 2430

Email: taree-school@det.nsw.edu.au

Phone: (02) 6552 1166

Fax: (02) 6551 2017

**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

**ABORIGINAL STUDIES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **The impact of Government Policies**  | **Local / Comparative Case Study: Research and Report**  | **Examination** |
| **Due Date** | **Term 2, 2025****Week 2** | **Term 3, 2025****Week 4** | **Term 3, 2025****Week 9/10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| P1.2, P1.3, P3.1, P3.2 | P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3 | P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3 |
| Knowledge and understanding of content | **40** | 5 |  | 35 |
| Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives  | **20** | 10 | 10 |  |
| Research an inquiry methods | **20** | 10 | 10 |  |
| Communication of information, ideas and issues in appropriate forms  | **20** | 5 | 10 | 5 |
| **Total %** | **100** | **30** | **30** | **40** |

**Aboriginal Studies Year 11 HSC Outcomes**

**A student:**

P.1 Identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal people

P1.2 Explain the consequences of invasion and colonisation for Aboriginal and other Indigenous people on social justice and human rights

P1.3 Explain a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal people and cultures

P2.1 Explain the meaning of Dreaming to Aboriginal peoples

P2.2 Explain the importance of Country and he interrelationship between country, culture, economic life and social system for Aboriginal and other Indigenous people

P3.1 Describe government policies, legislation and legal decision in relation to racism and discrimination

P3.2 Explain the impact of key government policies, legislation and legal decision in relation to land and water rights, and heritage and identity

P3.3 Explain the responses and initiatives of Aboriginal and other Indigenous people to key government policies, legislation and legal decisions

P4.1 Plans, investigates, organise and communicates relevant information from variety of sources incorporating Aboriginal and other Indigenous perspectives

P4.2 Undertake community consulting and fieldwork and applies ethical research practices

P4.3 Investigates and compare the histories and culture of Aboriginal people and other Indigenous people

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, 2025** **Week 8** | **Term 2, 2025****Week 7 / 8** | **Term 3, 2025****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 2, 2025****Week 1** | **Term 3, 2025****Week 1** | **Term 3, 2025****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, BIO11.8 | 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, 2025****Week 10** | **Term 3, 2025****Week 3** | **Term 3, 2025****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 Students:**

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

P2 Explain the internal and external influences on business

P3 Describe the factors contributing to the success or failure of small business 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 Communications 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 | **Ceramics Project 3** Making and Folio  |
| **Due Date** | **Term 1, 2025****Week 10** | **Term 2, 2025****Week 8** | **Term 3, 2025****Week 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| M1, M2, M3, M4, M5, M6C1, C2, C3, C4, C5 | M1, M2, M3, M4, M5, M6C1, C2, C3. C4, C5 | M1, M2, M3, M4, M5, M6C1, C2, C3, C4, C5 |
| Making | **70** | 20 | 25 | 25 |
| Critical and Historical Studies | **30** | 10 | 10 | 10 |
| **Total %** | **100** | **30** | **35** | **35** |

**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, 2025****Week 11** | **Term 2, 2025****Week 8** | **Term 3, 2025****Week 9/10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| CH11.1, CH11.2, CH11.4, CH11.7, CH11.10  | CH11.2, 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:**

CH11/12.1 – **Questioning and Predicting** - Develops and evaluates questions and hypotheses for scientific investigation.

CH11/12.2 – **Planning Investigations** - Designs and evaluates investigations in order to obtain primary and secondary data and information.

CH11/12.3 – **Conducting Investigations** - Conducts investigations to collect valid and reliable primary and secondary data and information.

CH11/12.4 – **Processing Data and Information** - Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.

CH11/12.5 – **Analysing Data and Information** - Analyses and evaluates primary and secondary data and information.

CH11/12.6 – **Problem Solving** - Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.

CH11/12.7 – **Communicating** - Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

Students:

* *Develop knowledge and understanding of the fundamentals of chemistry.*

CH11/12.8 Explores the properties and trends in the physical, structural and chemical aspects of matter.

CH11/12.9 Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships.

Students:

* *Develop knowledge and understanding of the trends and driving forces in chemical interactions.*

CH11/12.10 Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions.

CH11/12.11 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**  | **Resource Management** Case Study / Interview | **Individuals and Group Research Presentation** | **Final Examination** |
| **Due Date** | **Term 1, 2025****Week 9**  | **Term 2, 2025****Week 10** | **Term 3, 2025** **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 & Logbook  | **Elements of Production in Performance** Individual Projects Taster & Logbook  | **Theatrical Traditions and Performance Styles** History of Theatre Performance and Written Essay  |
| **Due Date** | **Term 1, 2025****Week 10**  | **Term 2, 2025****Week 10**  | **Term 3, 2025****Week 10**  |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| P1.1-P1.4, P2.1-P2.3, P3.1-P3.3 | P1.1-P1.4, P2.1-P2.3, P3.1-3.3 | P1.1-P1.4, P2.1-P2.3, P3.1-P3.3 |
| Making  | **40** | 10 | 20 | 10 |
| Performing  | **30** | 10 | 10 | 10 |
| Critically Studying  | **30** | 10 | 10 | 10 |
| **Total %** | **100** | **30** | **40** | **30** |

**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

**ENGINEERING STUDIES**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Engineering Product** Group Activities | **Engineering Solution and Report** | **Year Examination** |
| **Due Date** | **Term 1, 2025****Week 10** | **Term 2, 2025****Week 8** | **Term 3, 2025****Week 6** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| P1.2, P2.1, P4.1, P4.2 | P1.1, P2.2, P3.1, P3.2, P5.1, P5.2, P6.2 | P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1 |
| Knowledge and understanding of course content  | **60** | 10 | 10 | 40 |
| Knowledge and skills in research, problem solving and communication related to engineering practice | **40** | 20 | 20 |  |
| **Total %** | **100** | **30** | **30** | **40** |

**Engineering Studies Year 11 HSC Outcomes**

**A student:**

P1.1 Identifies the scope of engineering and recognises current innovations

P1.2 Explains the relationship between properties, structure, uses and applications of materials in engineering

P2.1 Describes the types of materials, components and processes and explains their implications for engineering development

P2.2 Describes the nature of engineering in specific fields and its importance of society

P3.1 Uses mathematical, scientific and graphical methods to solve problems of engineering practice

P3.2 Develops written, oral and presentation skills and applies these to engineering reports

P3.3 Applies graphics as a communication tool

P4.1 Describes development in technology and their impact on engineering products

P4.2 Describes the influence of technological change on engineering and its effect on people

P4.3 Identifies the social, environmental and cultural implications of technological change in engineering

P5.1 Demonstrates the ability to work both individually and in teams

P5.2 Applies management and planning skills related to engineering

P6.1 Applies knowledge and skills in research and problem solving related to engineering

P6.2 Applies skills in analysis, synthesis and experimentation related to engineering



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, 2025****Week 9** | **Term 2, 2025****Week 9** | **Term 3, 2025****Week 9-10**  |
| **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** | **Critical Essay**  | **Imaginative Response**  | **Multimodal Presentation** |
| **Due Date** | **Term 1, 2025****Week 11** |  **Term 2, 2025****Week 10** | **Term 3, 2025****Week 9-10** |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| EE11.1, EE11.2, EE11.3, EE11.4, EE11.5 | EE11.2, EE11.3, EE11.5 | EE11.1, EE11.2, EE11.3, EE11.5 |
| Knowledge and understanding of texts and why they are valued  | **50** | 20 | 15 | 15 |
| Skills in complex analysis composition and investigation  | **50** | 20 | 15 | 15 |
| **Total %** | **100** | **40** | **30** | **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, 2025****Week 9** | **Term 2, 2025** **Week 9** | **Term 3, 2025** **Week 9-10**  |
| **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**  | **Brochure for an Industry with written reflection** Mandatory Module:Achieving through English | **Multimodal Presentation**Elective Module: | **Collection of Classwork and Portfolio of tasks**All Modules |
| **Due Date** | **Term 1, 2025****Week 8** | **Term 2, 2025****Week 9** | **Term 3, 2025****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

**HEALTH AND MOVEMENT SCIENCE**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Research Task** Physiological Responses to Training  | **Collaborative Investigation**  | **Formal Written Examination**  |
| **Due Date** | **Term 1** **Week 8**  | **Term 2** **Week 10**  | **Term 3** **Week 7**  |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| HM-11-03, HM-11-06, HM-11-07, HM-11-10 | HM-11-05, HM-11-09, HM-11-10 | HM-11-01, HM-11-02, HM-11-03, HM-11-4, HM-11-06, HM-11-07, HM-11-08, HM-11-09 |
| Knowledge and understanding of course content  | **40** | 20 | 5 | 15 |
| Skills in collaboration, analysis, communication, creative thinking, problem-solving and research  | **60** | 20 | 25 | 15 |
| **Total %** | **100** | **40** | **30** | **30** |

**Health and Movement Science – Year 11 HSC Outcomes**

**A student:**

HM-11-01 Interprets meaning, measures and patterns of Health experience by Australians.

HM-11-02 Analyses methods and resources to improve and advocate for the health of young Australians

HM-11-03 Analyses the system of body in relation to movement

HM-11-04 Investigates movement skills and psychology to improve participation and performance.

HM-11-05 Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts.

HM-11-06 Analyses: analyses the relationship an implications of health and movement concepts.

HM-11-07 Communication: Communicates health and movement concepts to audiences and contexts using variety of modes.

HM-11-08 Creative Thinking: generates new ideas that are meaningful and relevant to health and movement contexts.

HM-11-09 Problem Solving: proposes and evaluates solutions to health and movement issues.

HM-11-10 Research: analyses a range of sources to make conclusion about health and movement concepts.



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, 2025****Week 10**  | **Term 3, 2025****Week 4/5** | **Term 3, 2025****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, 2025****Week 2** | **Term 3, 2025****Week 1** | **Term 3, 2025****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, 2025****Week 9** | **Term 2, 2025****Week 6** | **Term 3, 2025****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, 2025****Week 8** | **Term 2, 2025****Week 10** | **Term 3, 2025****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, 2025****Week 8** | **Term 2, 2025****Week 6** | **Term 3, 2025****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, 2025****Week 8** | **Term 2, 2025****Week 9** | **Term 3, 2025****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 and Student Devised Aural Analysis** Unit 1: Methods of notating music. Presentation and written summary of viva voce with students devised aural question and response based on an excerpt discussed in Viva Voce | **Composition Portfolio and Aural Analysis** Unit 1: Jazz Composition or arrangement, and aural analysis of pieces with reference to concepts of music relevant to the chosen topic  | **Performance and Viva Voce** Unit 3: Rock MusicSolo or ensemble performance and in class viva voce using performance repertoire demonstrating an understanding of compositional techniques and features of the topic |
| **Due Date** | **Term 1, 2025****Week 10** | **Term 3, 2025****Week 3** | **Term 3, 2025****Week 7** |
| **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

**PHOTOGRAPHY, VIDEO & DIGITAL IMAGING**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Photogram Unit** | **Animal Unit** | **Assemblage and Portfolio** |
| **Due Date** | **Term 1, 2025****Week 10** | **Term 2, 2025****Week 9**  | **Term 3, 2025****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

**PHYSICS**

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment Task**  | **Task 1** | **Task 2** | **Task 3** |
| **Description**  | **Practical Task**  | **Depth Study**  | **Final Exam**  |
| **Due Date** | **Term 1, 2025****Week 10**  | **Term 2, 2025****Week 8**  | **Term 3, 2025****Week 9/10**  |
| **Components** | **Weighting %** | **Outcomes Assessed** |
| PH11.2, PH11.3, PH11.4, PH11.8, PH11.9  | PH11.1, PH11.5, PH11.6, PH11.7, Ph11.10 | PH11.1 – PH11.11  |
| Skills  | **60** | 25 | 20 | 15 |
| Knowledge | **40** | 5 | 10 | 25 |
| **Total %** | **100** | **30** | **30** | **40** |

**Physics Year 11 HSC Outcomes**

**A student:**

Skill

PH11.1 Develops and evaluates questions and hypotheses for scientific investigation

PH11.2 Designs and evaluates investigations in order to obtain primary and secondary data and information

PH11.3 Conducts investigations to collect valid and reliable primary and secondary data and information

PH11.4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH11.5 Analyses and evaluates primary and secondary data and information

PH11.6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH11.7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge

PH11.8 Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration

PH11.9 Describes and explains events in terms of Newton’s Laws of Motion, the law of conservation of momentum and the law of conservation of energy

PH11.10 Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles

PH11.11 Explains and quantitatively analyses electric fields, circuitry and magnetism



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, 2025****Week 10** | **Term 2, 2025****Week 9**  | **Term 3, 2025****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** | **Task 4**  |
| **Description** | **Extended Response**  | **Body of Work / VAPD** | **Body of Work**  | **Final Examination**  |
| **Due Date** | **Term 1, 2025****Week 10** | **Term 2, 2025****Week 7** | **Term 3, 2025****Week 6** | **Term 3, 2025** **Week 9/10**  |
| **Components** | **Weighting %** | **Outcomes Assessed** |  |
| P 7-10 | P 1-6 | P 7-10 | P7-10 |
| Artmaking | **50** |  | 30 | 20 |  |
| Art Criticism and Art History | **50** | 15 |  |  | 35 |
| **Total %** | **100** | **15** | **30** | **20** | **35** |

**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 2025**

|  |  |
| --- | --- |
| **TERM 1** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1**(A) Feb 6 – 7  | **SDD Monday 3rd , Tuesday 4th and Wednesday 5th** |
| **2**(B) Feb 10 – 7  |  |
| **3**(A) Feb 17 – 21  |  |
| **4**(B) Feb 24 – 28  |  |
| **5**(A) Mar 3 – 7  |  |
| **6**(B) Mar 10 – 14 |  |
| **7**(A) Mar 17 – 21  |  |
| **8**(B) Mar 24 – 28  |  |
| **9**(A) Mar 31 – Apr 4  |  |
| **10** (B) Apr 7 - 11 |  |
| **TERM 2** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1**(A) Apr 30 – May 2  | **SDD 28th & 29th**  |
| **2**(B) May 5 – 9  |  |
| **3**(A) May 12 – 16  |  |
| **4**(B) May 19 – 23  |  |
| **5**(A) May 26 – 30  |  |
| **6**(B) June 2 – 6 |  |
| **7**(A) June 10 – 13  | **Public Holiday 9th**  |
| **8**(B) June 16 – 20  |  |
| **9**(A) June 23 – 27  |  |
| **10** (B) Jun 30 – July 4  |  |
| **TERM 3** | **ASSESSMENT TASKS DUE EACH WEEK** |
| **1(A)** July 22 – 25  | **SDD 21st**  |
| **2(B)** July 28 – Aug 1 |  |
| **3(A)** Aug 4 – 8 |  |
| **4(B)** Aug 11 – 15  |  |
| **5(A)** Aug 18 – 22 |  |
| **6(B)** Aug 25 – 29  |  |
| **7(A)** Sept 1 – 5  |  |
| **8(B)** Sept 8 – 12  | **NON-ASSESSMENT WEEK**  |
| **9(A)** Sept 15 – 19  | **EXAMS** |
| **10** (B)Sept 22 -26 | **EXAMS**  |