



**60**  
*Years*  
OF EXCELLENCE  
1964-2024

# MITCHELL HS

## YEAR 11 2024 ASSESSMENT HANDBOOK







MITCHELL HIGH SCHOOL

Respectful, Engaged & Active Learners



Dear Year 11 students,

This is the beginning of a grand adventure for the next two years.

The Year 11 course is a very important part of your Higher School Certificate (HSC) study and consists of the first three terms in Year 11.

This handbook is designed to help you plan for the assessments in your Year 11. It informs you of all the tasks, the date they are due, the weighting of each task and the outcomes being assessed in the tasks.

It is important to remember:

- school assessments contribute to you having satisfactorily completed Year 11.
- you need to complete satisfactorily 12 units in Year 11.
- you may continue study into Year 12, **only if** you have satisfactorily completed Year 11 course subjects.
- do not miss any assessment tasks.
- tasks not completed due to illness or a misadventure must be supported by a doctor's certificate and an illness/misadventure form and shown to your teacher immediately upon your return to school.
- put all the tasks that you have due onto a calendar so you do not forget when one is due.

**The Year 11 Assessment Handbook is available on the school's website and Millennium Portal:**

[www.mitchell-h.schools.nsw.gov.au](http://www.mitchell-h.schools.nsw.gov.au)

<https://millennium.education/portal/>

Good luck. Make a commitment to put in your best effort from the beginning.

Regards

Ms E. Marinis  
Principal

### The Purpose of Year 11 Assessment

Assessment is carried out by Mitchell High School for the **NSW Education Standards Authority (NESA)**. It consists of set assessment tasks in each course.

Year 11 assessment is designed to give students credit for:

- aspects of their courses that are not tested by the Year 11 examinations including practical skills, research skills, field studies and oral skills.
- their achievement during the Year 11 course, rather than relying only on performance in an examination.

Towards the end of the Year 11 course, Mitchell High School must provide NSW Education Standards Authority (NESA) with an assessment mark which is an indication of each student's performance throughout each course relative to all other students in that course.

The mark provided by the school will be assessed according to the general course descriptors for Year 11. This grade will appear on the student's **Record of School Achievement (RoSA)**.

### The School Assessment

Students are assessed in each subject, through formal examinations, tests, assignments, essays, creative works, field study reports and other tasks. These continue throughout the Year 11 course in order to identify each student's strengths and weaknesses, to inform parents, and to prepare students for their HSC assessments and examinations.

Students are reminded that failure to complete school assessment tasks may mean that progress in the subject concerned may be found to be unsatisfactory.

All assessment tasks contribute towards each student's achievement and should be completed. Students who have not satisfactorily completed 12 units of study in Year 11 may be ineligible for a RoSA or to continue to the HSC course in Year 12.

### **The School's Responsibilities**

NESA requires that Mitchell High School develops an assessment program for each subject course.

Schools are required to:

- set tasks which will be used to measure student performance in each component of a course.
- specify the mark value for each task.
- inform students of the HSC assessment requirements for each course.
- keep records of each student's performance in each task.
- provide students with information on their progress.

The assessment guidelines provided in this handbook are prepared from NESA's subject guidelines. It is provided to give students an indication of the number and timing of assessment tasks in each subject.

Students will receive more specific information from their subject teachers concerning what will be assessed, how it will be assessed and when it will be assessed.

Students may obtain advice regarding their Year 11 assessments from their subject teacher, the subject Head Teacher, from their Year Adviser, Careers Adviser or HT Secondary Studies.

Mitchell High School reserves the right to make any changes considered necessary after this handbook has been issued. Students will be advised in writing of any relevant changes.

### **Reporting to Students and Parent/Carer(s)**

Students will receive feedback on individual assessment tasks, as well as formal reports twice per year.

Feedback on individual assessment tasks will include the mark obtained and constructive comments to assist the student.

Each report will provide an indication of the:

- student's cumulative grade, which is based on the assessment task completed during the reporting period.
- student's cumulative rank, based on the cumulative assessment mark for that period.

Each student's final school assessment marks are confidential as they are subject to moderation.



# Year 11 Course Content

## Introduction to Year 11 Assessment - VET Courses



### Vocational Courses

Vocational courses have continuous assessment of course competencies. The teacher at school or in the workplace may assess these formally or informally. Students may have formal examinations in particular courses. Students may choose to complete the optional external HSC examination. Any of the competencies will be assessed in a practical manner with students demonstrating that they have a particular skill or knowledge.

A compulsory element of assessment is the satisfactory completion of a work placement in a relevant industry.

All requirements as outlined in the front of this handbook apply for all courses, including the Vocational Courses. All students successfully completing a Vocational Education and Training (VET) Course will be eligible for one or both of the following credentials:

- Higher School Certificate (HSC)
- Australian Qualification Framework (AQF) Certificate I or III or Statement of Attainment  
Students wanting to use their Vocational Education and Training (VET) course for the Australian Tertiary Admission Rank (ATAR) **must** sit the external examination.

Assessment for AQF Certification is competency based. Competence incorporates all aspects of work performance including communication, problem solving, and the capacity to apply skills and knowledge in both familiar and new situations, as well as industry specific skills. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence.

### Higher School Certificate Examination for VET Courses

The HSC Exam is independent of competency based assessment requirements for AQF Certification. If students wish to have the course included in an **Australian Tertiary Admission Rank (ATAR)** they must sit for the external HSC Exam. The completion of internal examinations will be used to determine an assessment mark should one be required in cases of illness and misadventure during the HSC Exam. These exams can also be used as sources of evidence of competence in some units and therefore, will contribute to the competency based assessment program.

### Work Placement

Work placement is a mandatory requirement for every Vocational Education and Training (VET) course. Failure to complete work placement in either Year 11 or Year 12 will render the student ineligible for the award of Year 11 and Year 12 credential. If a student exits the course at the end of Year 11, they **must** have completed a minimum of 35 hours work placement to satisfy NESA requirements.

# Year 11 Course Content

## Requirements of Students for the Year 11 Course



**To be determined to have met the requirements for completion of Year 11 courses, students must be able to provide evidence to the Principal that they have:**

<b>NESA Terminology from Assessment, Certification and Examination (ACE) manual:</b>	<b>For students at Mitchell High School this means:</b>
"Followed the course developed or endorsed by NESA"	<ul style="list-style-type: none"><li>• following the relevant NESA syllabus and participating in the learning activities set by the teacher.</li></ul>
"Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school"	<ul style="list-style-type: none"><li>• attending all timetabled lessons unless there is a valid, explained reason.</li><li>• making a genuine attempt to complete the majority of tasks set in class or at home to the best of their ability.</li><li>• actively participating in the learning experiences provided.</li><li>• completing mandatory practical activities.</li></ul>
"Achieved some or all of the course outcomes"	<ul style="list-style-type: none"><li>• demonstrating in class that they have learnt concepts, ideas and skills in that course to at least an elementary level (as determined by the class teacher) in assessment tasks and other activities in that course.</li></ul>

**Failure by a student to meet any of these requirements may result in them being issued an 'N Determination' Warning Letter.**

The issuing of three (3) 'N determination' warning letters by the school in any one subject may result in a student being declared to have not met course requirements.

**NSW Education Standards Authority (NESA) = ([www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au))**

### **1 Assessment Tasks**

- 1.1 Each student is expected to complete or make a genuine attempt at all assessment tasks.
- 1.2 Assessment tasks take precedence over all other school activities, including excursions, competitions and sporting events. Under special circumstances the Principal may grant exemptions.
- 1.3 Assessment tasks must be handed in personally to the class teacher or subject Head Teacher in their staffroom. Unless otherwise specified, assessment tasks must be submitted in the manner directed by the class teacher.
- 1.4 Assessment for the Year 11 course will begin Term 1, Year 11 and finish at the end of Term 3.
- 1.5 Assessment must be based on the Year 11 course, apart from exceptions noted by NESA.
- 1.6 All work done at home must be the student's own work. The progress of home assessment tasks will be monitored by the teacher where appropriate. Tasks containing work not from the student may receive zero marks, as per the **All My Own Work (AMOW)** modules completed in Year 11 (see 6.1).
- 1.7 Assessment tasks will not be due in the period two weeks before school examinations without the permission of the Principal.
- 1.8 The Principal has the authority to grant disability provisions for assessment work.



## 2 Completion of Assessment Tasks

2.1 Work submitted late will receive a zero mark unless accompanied by a doctor's certificate or an application is made to the Principal regarding misadventure.

2.2 Computer and printing problems will not be accepted as valid excuses for late work. School staff will not print assessment tasks. Students unable to print assessment tasks must email the task to the school by 9.00am on the due date. The emailed task must be identical to the final version that the student is submitting. Students remain responsible to print and submit the task as soon as possible.

The school's email address is: [mitchell-h.school@det.nsw.edu.au](mailto:mitchell-h.school@det.nsw.edu.au)

Please mark email topic: **Attention: (Class Teacher Name)**

2.3 If a student is absent from an in-class assessment task, the student must complete an illness/misadventure form obtained from Head Teachers or the front office, and a doctor's certificate, as proof of illness must be submitted. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the Head Teacher of the subject concerned on their arrival at school on the day they return in order to arrange the task's completion. Incidents of misadventure leading to absence from an assessment task will be considered by the Year 11 Deputy Principal and the relevant Head Teacher.

2.4 If a student is absent due to illness or misadventure on the due date for submission of a take home assessment task, students should email the task to the school and to their teacher by 9.00am on the due date. Alternatively, if the task requires electronic submission on Google Classroom, this needs to occur by 9.00am on the due date. **Failure to do so by 9.00am will be considered late work and no marks will be awarded.**

Upon their return to school, students must submit a hard (paper) copy of the task (even if the student does not have the subject that day) along with the illness/misadventure application and/or medical certificate. Remember that it is illegal for a medical certificate to be back-dated.

If a student is absent and does not provide a doctor's certificate, a zero mark will be recorded.

The doctor's certificate must cover absence on the due date and any subsequent days.

If a student is absent due to illness during an examination period the student/parent/carer must ring the school on the morning of the examination. A doctor's certificate must be provided the next day at school to the Head Teacher Administration/Computing who will reschedule the examination during the examination period. If the medical condition continues and the student returns after the examination period then the student needs to supply a medical certificate and come prepared to complete the examination on the first day of their return to school. Where there is more than one examination to be sat, they will be scheduled on the first day of the students return to school.

## 2 Completion of Assessment Tasks (continued)

- 2.5 Difficulties in preparing for assessment tasks will not usually be considered for reviewing results. In exceptional circumstances, the Principal may consider reviewing results gained under adverse conditions.
- 2.6 If a student knows in advance that they will be absent on the date of an in-class task, the school should be contacted and the Deputy Principal informed prior to the date. Assessment tasks should be completed and submitted before the due date unless other arrangements are made with the Head Teacher of the subject. Should a task be submitted late then a doctor's certificate must be submitted with the illness/misadventure form.
- 2.7 If a student is ill during an assessment task they must inform the supervising teacher immediately. The time of the student illness will be recorded and the student may be offered a period equal to the time missed due to the illness. The student must provide a doctor's certificate for illness immediately upon their return to school and complete the illness/misadventure form.
- 2.8 If a student becomes ill during an assessment task the Head Teacher will decide whether an estimate or a substitute task will be given.
- 2.9 **Students must attend all classes on the day an assessment task is due.** Students are not permitted to arrive late because they have been working on the task. No marks will be awarded if this occurs, unless the necessary documentation is provided. **Students must attend school the day before an assessment task is due.** Students are not permitted to stay away from school so that they can work on the task. No marks will be awarded if this occurs, unless the necessary documentation is provided.
- 2.10 In the event of illness during an examination, students are expected to see the teacher or Head Teacher of the subject to arrange an alternative time to sit the examination. A doctor's certificate must be submitted with an illness/misadventure form.
- 2.11 Students are entitled to appeal decisions to award no marks by submitting an appeal to the Principal no later than 5 days after the task was returned to the student. The appeal should describe the student's concern regarding the assessment task procedures.
- 2.12 Students are expected to attempt all tasks set. The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute **in excess of 50%** of available marks in the course.
- 2.13 In the case of **extension courses**, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

### 3 Non-Completion of Assessment Tasks

- 3.1 Students awarded zero marks for assessment tasks totalling 50% or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject.
- 3.2 Students and parents will be notified if a student receives a zero mark and opportunities will be provided for the student to meet course outcomes. Parents and students should also be aware of potential consequences of non-completion of course outcomes.
- 3.3 For appeals against an internal assessment mark the student should see their classroom teacher in the first instance and then the Head Teacher. These appeals are dealt with within the faculty.
- 3.4 A student who wishes to appeal formally against a decision not to award marks should submit the appeal to the Principal. The appeal must be written by the student and lodged no later than FIVE school days after the student is informed of the decision not to award marks. All relevant documentation must accompany the appeal when it is lodged. Relevant documentation may include a copy of the assessment task sheet, a copy of the student's response, a supporting letter from parent or caregiver, a medical certificate and other documentation that may support the appeal.
- 3.5 **Students who do not make a serious attempt** at an assessment task may receive a zero mark for the task concerned. This may render some students **ineligible** for an award for the subject in the Higher School Certificate.
- Non-serious attempts** include frivolous or objectionable material.
- Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.
- Non-attempts** include those where only multiple-choice questions are attempted.
- Any student identified as making a non-serious attempt or a non-attempt will be asked by the school to justify why they should receive a result for the task concerned.
- 3.6 All students attending an examination at Mitchell High School are subject to the rules of the school. This includes assembling for, undertaking and leaving the examinations. **Students who do not comply with the school's examination rules** for a course may have their examination paper for that course cancelled. This may render the student **ineligible** for the award of a Higher School Certificate.

## 4 Attendance

- 4.1 Student attendance at school and in timetabled classes is an essential component of completing course outcomes.

**Excessive absences from class or school may result in a notification of a Non-Award in the HSC for that subject.**

### 4.2 **Extended Personal Leave**

Year 11 courses have requirements that students must complete before they attempt the final examination. Practical and VET subjects require students to complete a set number of hours of practical work. An extended period of absence may mean that the student does not meet required hours, and therefore the Principal will not be able to confirm that the student has completed the course. In addition, students may not be able to demonstrate course outcomes.

### 4.3 **Attendance and absences**

Parent/Carer(s) of Year 12 have a responsibility to make sure their son/daughter attends school every day. On occasion, they may need to be absent from school. Justified reasons for student absences may include but are not limited to:

- being sick, or having an infectious disease
- having an unavoidable medical appointment
- being required to attend a recognised religious holiday
- exceptional or urgent family circumstances e.g. attending a funeral

Parent/Carer(s) are required to provide an explanation for absences to the school within seven (7) days from the first day of any period of absence. Parent/Carer(s) can contact the school by telephone, written signed note from the parent/carers, text message or email. Where an explanation has not been received within the 7 day timeframe, the school will record the absence as unjustified on your son/daughter's record.

### **Family Holidays and Travel**

Families are encouraged to travel or holiday during school holidays. If this is not possible, please make an appointment to speak to the Deputy Principal about an Application for Extended Leave, before planning your holiday. Where the Principal considers that the travel is appropriate a **Certificate of Extended Leave** will be issued. Absences relating to travel will be marked as leave on the roll and contribute to your child's total absences for the year.

**For more information visit the Department of Education Policies**

<https://education.nsw.gov.au/policy-library/a-z>

### **5 Assessment Review Panel**

- 5.1 Students have access to an appeals process if they feel that the assessment process has not been followed.
- 5.2 Initially the student should seek to resolve the issue informally with the relevant teacher(s). If not resolved by discussion between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.
- 5.3 If the informal approaches do not resolve the problem a formal process may be initiated. The student lodges a formal appeal in writing to the Principal clearly stating their grounds for appeal **within five days from the date of assessment**. Appeal submissions will be recorded by the school.
- 5.4 The Principal may convene an assessment review panel to consider the appeal. The panel may request the attendance of the student and relevant teacher(s) to assist in its deliberations.
- 5.5 An assessment review panel will consist of **three members**:
  - Principal or their nominee,
  - Deputy Principal or their nominee,
  - the relevant KLA Head Teacher
- 5.6 If the student's appeal is rejected, the student's caregiver will be informed of the assessment review panel's decision in writing.
- 5.7 The decision of an assessment review panel is final.

## 6 Student Malpractice

- 6.1 Completion of assessment tasks must comply with the NESAs Policy, **AMOW**. Student malpractice includes plagiarism and copying the work of others. Plagiarism is the use of the work of others without acknowledgement. The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately acknowledged by footnoting or quotation marks. The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.
- 6.2 Student malpractice includes misbehaviour during the conducting of assessment tasks and breaching school examination rules.
- 6.3 Malpractice in assessment tasks and examinations will be referred to the relevant KLA Head Teacher. This may result in the student's assessment task being cancelled and receiving no marks.
- 6.4 Students may appeal the decision not to award marks on the grounds of malpractice to the relevant KLA Head Teacher.
- 6.5 If the student remains dissatisfied, a formal process may be initiated. The student lodges a formal appeal in writing to the Principal clearly stating their grounds for appeal **within five days from the date of assessment**. Appeal submissions will be recorded by the school.
- 6.6 The Principal will convene an appeals panel. The Principal may convene an assessment review panel to consider the appeal. The panel may request the attendance of the student and teacher(s) to assist in its deliberations.
- 6.7 An assessment review panel will consist of three **members**:
  - Principal or their nominee,
  - Deputy Principal or their nominee,
  - The relevant KLA Head Teacher.
- 6.8 If the student's appeal is rejected, the student's parent/caregiver will be informed of the assessment review panel's decision in writing. The decision of an assessment review panel is final.
- 6.9 Mitchell High School must submit a **Malpractice Register** to NESAs each year.
- 7 The use of AI generated content, including but not limited to, AI generated task, AI generated and paraphrased task, AI assisted submissions, including those that have been rewritten, paraphrased or translated.



# Registered Training Organisation (RTO) Complaints Handling Policy

Public Schools NSW, Macquarie Park 90222



The Public Schools NSW **Registered Training Organisation (RTO)** Complaints Handling Policy is underpinned by the Department of Education Complaints Handling Policy and Department of Education School Community and Consumer Complaint procedure. This policy and the School Community Complaint Procedure detail how the department assesses, resolves and follows up complaints in order to improve its delivery of education programs and services. Both the Department's policy and procedure can be found at:

[https://education.nsw.gov.au/policy-library/associated-documents/School-complaint-procedure\\_AC-1.pdf](https://education.nsw.gov.au/policy-library/associated-documents/School-complaint-procedure_AC-1.pdf)

While school and RTO staff are required to follow the Department of Education's Complaints Handling Policy and School Community Complaint Procedure, which provide for the handling of complaints, extra requirements may apply in certain circumstances. Where these apply they are bolded in this RTO policy. While most complaints can be resolved informally, there are provisions for the use of formal procedures depending on the nature and seriousness of the complaint. The complaint procedure sets out the framework for a professional response according to the seriousness of the suggestion, complaint or allegation.

Complaints are managed in a timely, fair and in a helpful manner. The RTO Complaints Policy adopts the principles of natural justice and procedural fairness by:

- informing those involved of the allegations , where other persons/parties may be implicated or alleged to be involved)
- providing all those involved an opportunity to present their side of the matter
- having a support person if required
- operating in a fair and unbiased way
  - providing assistance and information through the process
  - ensuring independence of decision-making
  - ensuring security of enrolment unless health or safety of persons or others is at risk
- **being publicly available**
- ensuring privacy and confidentiality throughout the process
- securely maintaining records of all complaints and
- **identifying potential causes of complaints and appeals and taking appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence.**

All complaints relating to the operations of the RTO, its staff and students or a third party, such as an external co-assessor, are recorded and acknowledged in writing. The person receiving the complaint must acknowledge the complaint in writing, if possible within 3 working days, as per the Department of Education School Community and Consumer Complaint procedure and notify the RTO manager. Where another staff member is considered to be the most appropriate person to handle the complaint, the complainant is notified as to who has the responsibility for handling the complaint. All complaints are recorded by the RTO, ensuring the complainant's privacy and confidentiality. Each complaint is then assessed, at the local level, as to the most appropriate method and personnel to resolve the complaint.

# Registered Training Organisation (RTO) Complaints Handling Policy

Public Schools NSW, Macquarie Park 90222



The Public Schools NSW RTO Complaints Handling Policy is underpinned by the Department of Education Complaints Handling Policy and Department of Education School Community and Consumer Complaint procedure. The complainant will be notified as to whom will be handling the complaint and will be kept updated as to the progress of their complaint. Complaints are to be resolved within 20 working days, where possible as per departmental guidelines, if not, the complainant will be informed in writing as to the timeframe for an outcome and will be regularly updated on the progress of the matter. Where more than 60 calendar days are required to process the complainant is notified in writing and provided with reasons for the extended timeframe and kept updated as to the progress of their complaint.

Complainants and the relevant school and RTO personnel are notified of the outcome of the complaint and any further internal or external options for review options open to them if the outcome is not to their satisfaction. This also includes information about when it would be appropriate to make contact with relevant/nominated school/or RTO personnel or to seek further support. The complainant has the right to appeal this decision and the right to request an independent party to review the process where a resolution could not be achieved.

The RTO manager will record the details of the complaint, the complainant, the steps taken to resolve the complaint and any further action or rectification required by the RTO. This will include an evaluation of the outcomes of any complaint to identify potential causes and taking appropriate corrective action to eliminate or mitigate the likelihood of reoccurrence. Such corrective actions will be recorded as per the Continuous Improvement procedure and implemented as required into policy and practice.

All records of complaints and the outcomes will be securely stored and maintained in accordance with the Records Management Procedure.

## **RTO Complaints Handling Flow Chart**

1. Receive complaint. The complaints form is available for written complaints.
2. Record all complaints, including verbal complaints.
3. Acknowledge complaint in writing, within 3 working days.
4. Notify RTO manager of the complaint
5. Gather relevant information to resolve complaint.
6. Advise complainant of the process and personnel to manage the complaint and the timeframe.
7. Investigate the complaint fairly and without bias, including where appropriate, informing others of any allegations against them so that they may have the right to respond.
8. Decide on outcome and advise complainant preferably within 20 working days, or as per advised timeframe.
9. Where more than 60 calendar days are required to process the appeal, the appellant will be informed in writing as to the reasons for the extended timeframe for an outcome and will be regularly updated on the progress of the matter.
10. Notify the RTO manager of the outcome.
11. Update RTO records with outcome and document any follow up required.
12. Update Continuous Improvement register if required.

**For students who believe they qualify for RPL in any Year 11 course, including VET courses.**

## **Background**

Students can have formal or informal study and/or relevant life experiences as contribution to the award of the Year 11 certificate. NESA uses the term Recognition of Prior Learning (RPL). There are two processes by which students may qualify for RPL:

### **1. Credit Transfer**

A student may gain a minimum of 2 units credit transfer for a course. Students can gain a maximum of 6 units of credit in Year 11 study pattern and/or 4 units in the HSC study pattern.

### **2. Advanced Standing**

Students may be exempted from certain study requirements of a particular NESA course if they are able to demonstrate that they have already achieved the relevant outcomes through prior formal learning or informal learning.

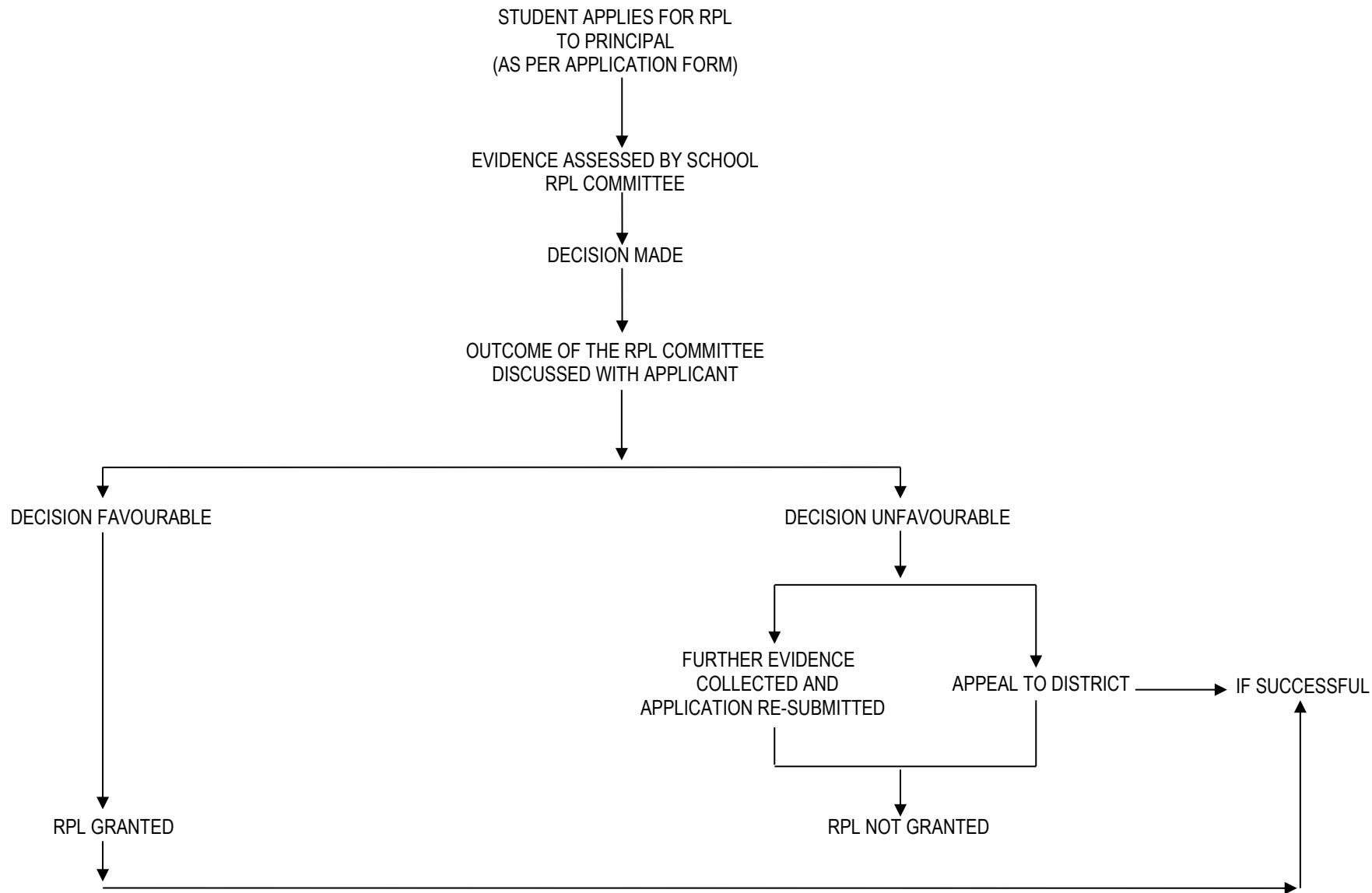
**Please contact the course teacher if you would like to be considered for RPL.**

**Further information on RPL can be found on the NSW Education Standards Authority (NESA) website**

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

# Summary of procedures when students apply for Recognition of Prior Learning (RPL) Year 11 Course

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### Appeals Process for VET subjects only

Students have access to an appeals process if they feel in any way dissatisfied with the assessment process:

Difficulties over assessment should be approached informally at first with a view to resolving them through discussion between student and assessor(s). Both sides of the story can be shared and any misunderstandings clarified. If not resolved by discussion, between teacher and student, the teacher's direct supervisor will convene and mediate a further informal meeting.

However, if the informal approach fails to resolve the concerns, a formal appeals process should be initiated. Formal appeals need to be based on identified problems with the assessment process rather than an unsuccessful assessment result. The student lodges a formal appeal in writing to the Principal clearly stating their grounds for appeal. Appeals must be lodged within **five days from the date of assessment**.

All appeal submissions must be recorded by the school. At the request of the school an appeals panel is convened to review the assessment process and to decide whether or not there are justifiable grounds for appeal. The panel may call for the student and the assessor to present their views in person before reaching a decision.

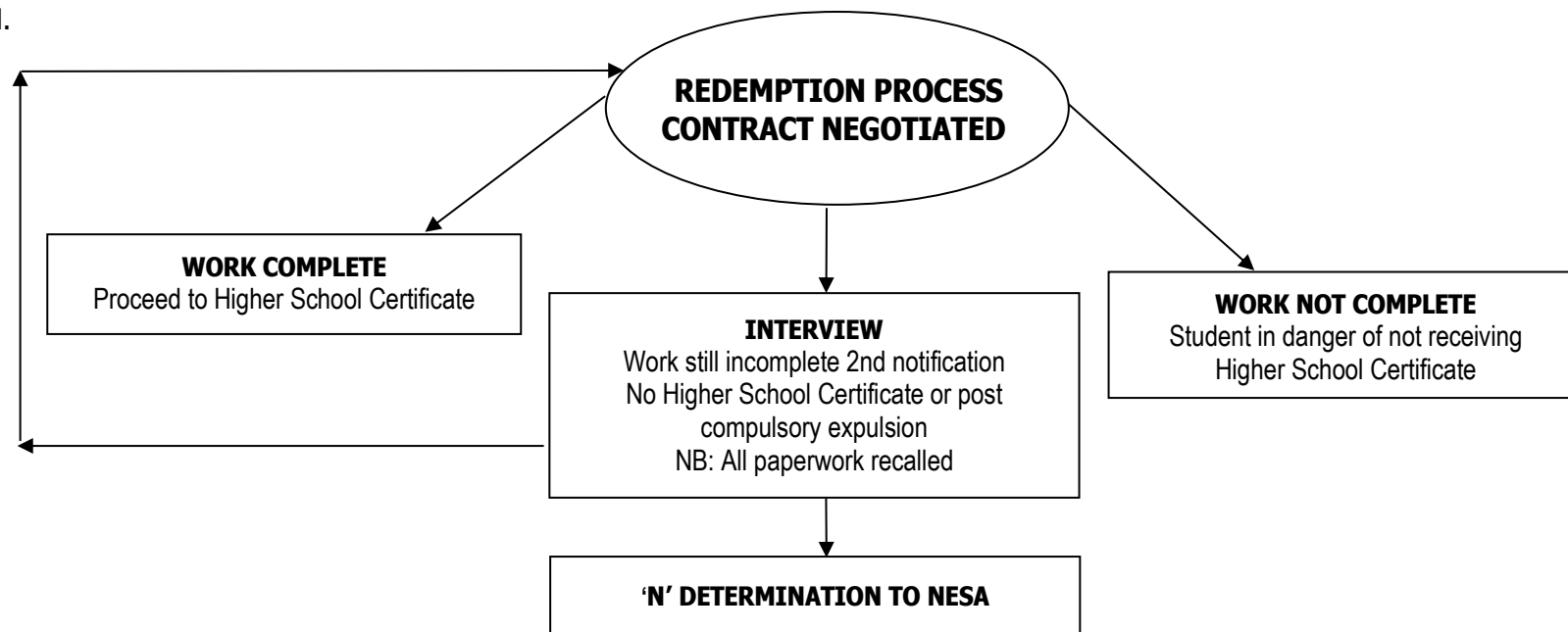
The panel will comprise of a qualified Vocational Education and Training teacher from another school, a Registered Training Organisation (RTO) representative and a community representative.

If the student's appeal is upheld, the RTO arranges a re-assessment process with the student. The student should have the right to request that different assessor(s) be involved in the alternative assessment to avoid any fears of recrimination.

If the appeal is rejected, the student has the right to lodge a further appeal with Macquarie Park Registered Training Organisation (RTO). If this next course of action is taken, all assessment records and details of the appeal process will be made available to the training authority to assist their deliberations.

# Flow Chart for 'N' Determination (Redemption Program)

1. Classroom teacher informs student that they are issuing an N-Determination warning letter.
2. Classroom teacher contacts parent/carer via telephone call to inform them that an N-Determination warning letter has been issued.
3. Classroom teacher sends home a Non-Determination warning letter to parents/carer(s) and informs the subject Head Teacher.
4. **Parent/Carer(s) sign tear-off slip on N-Determination warning letter and the student returns it to the subject teacher.** Parent/carer(s) encourage students to seek help or complete work within 10 school days of receiving the N-Determination warning Letter.
5. Once the student has satisfied the requirements of the task to the standard required, they must return the completed work to the class teacher who records on the student record (**Millennium**) that the student has satisfied the learning outcomes assessed by the task.
6. Students with N-Determination warning letters from different subjects are interviewed by the Head Teacher Secondary Studies.
7. A contract to complete the outstanding work is negotiated with the student including the attendance of the N-Determination support session every Monday during Period 5 until all outstanding work is completed and the N-Determination are cleared.
8. A student who does not submit the task to the standard required, may receive another N-Determination warning letter.
9. Students with N-Determination warning letters from different subjects are interviewed by the Deputy Principal who also reviews the student's attendance record.





## How much notice will be given of each task?

The calendar of Year 11 assessment tasks gives students an outline of the due dates for assessment tasks.

Teachers in each subject will provide additional notice at least two weeks prior to the assessment task using the Mitchell High School standardised assessment proforma.

Where there is sufficient reason for the school to change the assessment date, students will be given adequate notice of the revised date in writing.

## What happens if you are ill or unable to complete a task for some reason?

Students are expected to perform all the tasks which are part of their assessment program.

The Higher School Certificate assessment will not compensate for factors such as extended illness, misadventure or domestic problems which might affect the preparation or performance of a student throughout the course.

If a student is absent or unable to complete an assessment task for some valid reason it is the student's responsibility to approach the class teacher immediately after the absence to make appropriate arrangements to do the task in the shortest possible time frame. For any task not completed, all students must complete the illness/misadventure form.

A medical certificate must be provided in the event of illness or injury.

If the Head Teacher and the class teacher consider that the student had sufficient reason for not attempting or completing the task, a substitute assessment task will be arranged. Where a student does not complete the substitute task, a zero mark will be recorded for this task. Where students are absent from school the day before an assessment task, on the day of the assessment task or arrive late due to finishing the task, they have deliberately advantaged themselves over the other students and will be awarded a zero mark.

In exceptional circumstances, where giving a substitute task may be difficult to arrange or unreasonable, the Principal may authorise that an estimate is given for the task.

## What if you know in advance that you will be absent?

If a student knows that they will be absent with sufficient reason (such as a funeral or an operation), then the student should complete the illness/misadventure application. It should be accompanied by any relevant evidence before the absence to their class teacher.

## What if you have been absent from school?

When a student has missed a lesson it is the student's responsibility to check with the class teacher to see if information relevant to a forthcoming assessment task has been provided.

## How many assessment tasks must you do?

Students must complete **all** their Year 11 assessment tasks. If students fail to complete assessment tasks that make up 50% or more of the total assessment marks in a course, then the provisions outlined later in this section will apply. All school assessment tasks must be completed.

## How many assessment tasks must you do?

Students must complete **all** their Year 11 assessment tasks. If students fail to complete assessment tasks that make up 50% or more of the total assessment marks in a course, then the provisions outlined later in this section will apply. All school assessment tasks must be completed.

## What happens if you hand work in late?

Students must complete an illness/misadventure application and provide a doctor's certificate for late submission of an assessment task, supported by a written statement from a parent/carer, otherwise a zero mark will be recorded. The assessment task must still be submitted on the first day of return to school to meet course requirements in the event of a zero mark being recorded.

## What about students who get outside help or copy other people's work?

A zero mark may be imposed for copying, plagiarism, cheating or disturbance in an examination. See the section on malpractice.

## What if you do not make a serious attempt?

If you do not make a serious attempt in an assessment task, or produce irrelevant or offensive material, you may receive no marks. Each case will be considered by the teacher in consultation with the Head Teacher.

## What is malpractice?

All students complete AMOW at the beginning of Year 11. This states that malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their 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's work and presenting it as your own;
- submitting work to which another person such as a parent, coach or subject 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 for you;
- breaching published school examination rules;
- 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;
- the use of AI generated content, including but not limited to, AI generated task, AI generated and paraphrased task, AI assisted submissions, including those that have been rewritten, paraphrased or translated.

## What happens if you fail to complete tasks worth 50% or more of course assessment marks?

If a student fails to complete assessment tasks that make up 50% of the total assessment marks in a course, the Principal will certify that the course has not been satisfactorily studied. The student will be permitted to sit for the Higher School Certificate Examination in that course, but unless the student successfully appeals to NESAs, the student will be awarded neither an assessment mark nor an examination mark.

## What about students who change schools or repeat?

Students who transfer to Mitchell High School before June 30 in Year 12 will be assessed based on the tasks completed at this school. Information from the student's previous school may also be taken into account. Students who enrol after June 30 will be assessed using assessment information from their previous school **plus** assessment information from tasks completed at Mitchell High subsequent to their enrolment.

In the case of students who transfer to this school between the final date for the Year 11 Course entry and the date for submission of the Year 11 assessments, their previous school will provide their assessment.

Students who transfer from interstate or overseas will be assessed on the tasks completed at this school, following a four week settling in period.

Students repeating a Year 11 course will be given an assessment based on their repeat Year 11 course only.

### Principal's certification of completion of course requirements:

- To complete a course satisfactorily you must fulfill all requirements of the syllabus such as assignments, practical work, or participation in class. This includes the minimum requirement that a student makes a genuine attempt at assessment tasks worth more than 50% of the available marks for that course.
- You will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that you have:
  - followed the course developed or endorsed by NESA; and
  - applied yourself with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - achieved some or all of the course outcomes.

If the Principal determines that the above course completion criteria have not been met, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements. A student who has not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then deem that the student has not met the requirements for that course.

- You have the right to appeal to the school and then NESA against the Principal's determination. The Principal will advise you of this right and explain the appeal process.
- Where it is determined that you have not satisfactorily completed a course, you will receive no results in that course. Until you receive results in **12 x Year 11 units** and **10 x Year 12 units** you will not be eligible for the award of a Higher School Certificate.

### The language of the Year 11 Course

All syllabuses have been written to incorporate the same key competencies and the same language.

The glossary of terms and their meanings are attached for the benefit of the students.

### Remember

It is not a case of good luck with the HSC assessment. Your HSC assessment mark and your rank will be determined by the amount of effort that you apply to your studies in each subject. The subject assessment guidelines provide general information about HSC assessment in each subject. Each subject will provide more specific information to students.



## MITCHELL HS

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 mitchell-h.schools.nsw.edu.au   
 mitchell-h.school@det.nsw.gov.au   
 9622 9944 

## APPENDIX A

### Illness / Misadventure / Extension Form

### Record of School Achievement, Year 11: Preliminary and Higher School Certificate Assessment Tasks

#### Student and Course Details

Student's first name: ..... Student's surname: .....  
 Year: ..... Roll call: .....  
 Course name: .....  
 Head Teacher's name: ..... Teacher's name: .....

#### Task Details

Task name: .....  
 Task number: ..... Task weight: .....  
 Task due date: ..... Task completed date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

#### Misadventure Details

Details of absence: First day of absence: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Last day of absence: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 Details of illness / misadventure: .....  
 .....

Medical certificate attached:  Yes  No  
 Student signature: ..... Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

#### Teacher Approval

Has this request been discussed with your teacher?  Yes  No

#### KLA HT Response

Clearly informed of student absence as per regulations  Yes  No  
 Student submitted task as per Assessment Booklet  Yes  No  
 Student completed exam / task on first day of return  Yes  No  
 Support this appeal  Yes  No

KLA HT signature: ..... Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_  
 KLA HT recommendation action (estimate, sit exam, sit alternate exam etc.) .....  
 Deputy Principal: ..... Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_



Education  
Standards  
Authority

## STUDENTS ONLINE

for NSW students in years 10 to 12

### Welcome to Students Online

#### ✓ **Activate your Account!**

Make sure your school has added an email to your NESA record or else you cannot activate your account.

- Go to <https://studentsonline.nesa.nsw.edu.au/>
- Click on – 'activate your account now'
- Write down your NESA number – you will need it to log on

#### ✓ **PERSONAL DETAILS** - Check your name, address and contact details

You can add/change your address, email and phone number

ONLY your school can update your name. Your name in Students Online MUST be the same as your legal documentation (for example, birth certificate or passport).

#### ✓ **ENROLMENTS/RESULTS** - Check your courses

Are you in the right courses? If not, go to your school and get that fixed.

Check the messages down the bottom of the page – Are there any errors in red? Check with your school.

#### ✓ **MESSAGES** – Where all your PDF results will go that you order through Results Services AND your Minimum Standard Results can be viewed here.

#### ✓ **RESULTS SERVICES** – Click here if you want to get a free PDF of your eRecord/results

#### **Final tips:**

- Get your NESA student number from your school (it is on your Confirmation of Entry) and save it somewhere you can access any time (e.g. phone)
- Once you activate your account save your NESA 6-digit PIN in a secure place
- As soon as you activate – log in – order a free eRecord to get used to using Results Services

<b>Account</b>	Account for: state reasons for. Report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilize, and employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgement of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (analyse/evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection & quality to (analysis/evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgment based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole



# Year 11 Year 11: Preliminary English Standard Course Outcomes

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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

## English Standard

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Reading to Write</b> Imaginative Response and Reflection	<b>Module A</b> Multimodal Presentation	<b>Yearly Examination</b> Reading to Write and Modules	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	EN11-1, 2, 3, 7, 8, 9	EN11-1, 2, 5, 9	EN11-1, 3, 4, 6	
<b>Components</b>				<b>Weighting %</b>
Listening, viewing and presenting	15		15	<b>30</b>
Speaking and representing		40		<b>40</b>
Reading, writing and representing	15		15	<b>30</b>
<b>TOTAL %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# Year 11: Preliminary

## English Advanced Course Outcomes

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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

## English Advanced

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Reading to Write</b> Imaginative Response and Reflection	<b>Module A</b> Multimodal Presentation	<b>Yearly Examination</b> Reading to Write and Modules	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	EA11-1, 2, 3, 7, 8, 9	EA11-1, 2, 5, 9	EA11-1, 3, 4, 6	
<b>Components</b>				<b>Weighting %</b>
Listening, viewing and presenting	15		15	<b>30</b>
Speaking and representing		40		<b>40</b>
Reading, writing and representing	15		15	<b>30</b>
<b>TOTAL %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# Year 11: Preliminary English Extension 1 Course Outcomes

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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

## English Extension 1

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Module: Text, Culture and Value Imaginative Response	Module: Text, Culture and Value Multimodal Response	Yearly Examination	
<b>Timing</b>	Term 2 Week 2	Term 3 Week 3	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	EE11-1, 2, 3	EE11-1, 4, 5, 6	EE11-1, 2, 3, 5	
Components				Weighting %
Writing and representing				<b>30</b>
Listening and representing				<b>40</b>
Reading and writing				<b>30</b>
<b>TOTAL %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# Year 11: Preliminary

## English Studies Course Outcomes

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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



## English Studies

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Achieving Through English	Portfolio All Modules	Yearly Examination All Modules	
<b>Timing</b>	Term 1 Week 10	Term 3 Week 3	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	ES11-1, 3, 5	ES11-6, 7, 10	ES11-2, 4, 8, 9	
Components				Weighting %
Listening, viewing and presenting	30		10	<b>40</b>
Multimodal presentation		20		<b>20</b>
Reading, writing and representing		20	20	<b>40</b>
<b>TOTAL %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# Year 11: Preliminary

## English as an Additional Language/Dialect (EAL/D)

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A student:

- EAL11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts
- EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts
- EAL11-2 uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
- EAL11-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
- EAL11-4 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
- EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
- EAL11-6 investigates and explains the relationships between texts
- EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds
- EAL11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
- EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

## English as an Additional Language/Dialect (EAL/D) Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Module A: Language Texts and Contexts</b> Multimodal Presentation	<b>Wide Reading Journal</b> Reflective Response	<b>Yearly Examination</b> Modules B and C	
<b>Timing</b>	Term 2 Week 10	Term 3 Week 7	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	EAL11-1A, 1B, 2, 3, 4, 5 6, 7, 8	EAL11-1A, 1B, 2, 3, 4, 5 6, 7 8, 9	EAL1-1A, 1B, 2, 3, 4, 5, 6 7, 8, 9	
<b>Components</b>				<b>Weighting %</b>
Speaking and representing				<b>40</b>
Reading and writing				<b>30</b>
Reading, writing and representing				<b>30</b>
<b>TOTAL %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

# Year 11: Preliminary Ancient History Course Outcomes

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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

## Ancient History

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Source Analysis</b> Investigating Ancient History	<b>Research and Essay</b> Historical Investigation	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5, AH11-6 AH11-8, AH11-9	AH11-1, AH11-2, AH11-6, AH11-7 AH11-9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15		25	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	<b>20</b>
Historical inquiry and research		20		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Year 11: Preliminary Biology Course Outcomes

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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
- BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

## Biology

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Enzyme Practical Investigation	Depth Study	Yearly Examination	
<b>Timing</b>	Term 1 Week 9	Term 3 Week 3	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	BIO11-1, BIO11-4, BIO11-5 BIO11-6, BIO11-8	BIO11-1, BIO11-2, BIO11-3 BIO11-4, BIO11-5, BIO11-7 BIO11-11	BIO11-4, BIO11-6, BIO11-7 BIO11-8, BIO11-9, BIO11-10 BIO11-11	
Components				Weighting %
Skills in working scientifically	15	25	20	<b>60</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
<b>TOTAL %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>



# Year 11: Preliminary Business Studies Course Outcomes

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A student:

- P1 describes the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes 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 stakeholder
- 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

## Business Studies

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Research and In-Class Essay	Business Plan Research Task	Yearly Examination	
<b>Timing</b>	Term 1 Week 8	Term 3 Week 4	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	P3, P5, P8, P9	P1, P4, P7, P9, P10	P1, P2, P3, P4, P5, P6, P8, P10	
Components				Weighting %
Knowledge and understanding of course content	10	20	10	<b>40</b>
Stimulus based skills	10		10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of business information, ideas and issues in appropriate forms		10	10	<b>20</b>
<b>TOTAL %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# Year 11: Preliminary Chemistry Course Outcomes

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A student:

- CH11-1 discusses 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

## Chemistry

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Module 1 Practical Skills Test</b> (Separation Techniques)	<b>Module 2 Depth Study</b> (Research/Practical)	<b>Yearly Examination</b> Modules 1, 2, 3, 4	
<b>Timing</b>	Term 1 Week 8	Term 1 Weeks 6-10	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	CH11-1, CH11-2, CH11-4, CH11-5 CH11-6, CH11-7, CH11-8	CH11-1, CH11-3, CH11-7, CH11-2 CH11-5, CH11-10	CH11-6, CH11-9, CH11-10, CH11-11	
<b>Components</b>				<b>Weighting %</b>
Skills in working scientifically	25	25	10	<b>60</b>
Knowledge and understanding of course Content	5	5	30	<b>40</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Year 11: Preliminary Community and Family Studies Course Outcomes

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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 inter-relationships 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

## Community and Family Studies

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Resource Management Written Task	Individuals and Groups Written Tasks	Yearly Examination Written Paper	
<b>Timing</b>	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	P1.1., P1.2, P4.2, P5.1, P6.1 P3.2, P4.1	P2.1, P2.3, P4.1, P4.2, P1.2 P3.2, P6.2	P1.1, P1.2, P1.3, P1.4, P1.5 P2.2, P2.4, P3.1, P3.2, P4.1 P4.2, P5.1, P6.1, P2.1, P2.3 P6.2	
Components				Weighting %
Knowledge and understanding of course content	15	15	10	<b>40</b>
Skills in critical thinking research methodology, analysing and communicating	20	20	20	<b>60</b>
<b>TOTAL %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

# Year 11: Preliminary Dance Course Outcomes

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A student:

- P1.1 understands dance as the performance and communication of ideas through movement and in written and oral form
- P1.2 understands the use of dance terminology relevant to the study of dance as an artform
- P1.3 develops the skills of dance through performing, composing and appreciating dance
- P1.4 values the diversity of dance as an artform and its inherent expressive qualities
- P2.1 identifies the physiology of the human body as it is relevant to the dancer
- P2.2 identifies the body's capabilities and limitations
- P2.3 recognises the importance of the application of safe dance practice
- P2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
- P2.5 performs combinations, phrases and sequences with due consideration of safe dance practices
- P2.6 values self-discipline, commitment and consistency in technical skills and performance
- P3.1 identifies the elements of dance composition
- P3.2 understands the compositional process
- P3.3 understands the function of structure as it relates to dance composition
- P3.4 explores the elements of dance relating to dance composition
- P3.5 devises movement material in a personal style in response to creative problem solving tasks in dance composition
- P3.6 structures movement devised in response to specific concept/intent
- P3.7 values their own and others' dance activities as worthwhile
- P4.1 understands the socio-historic context in which dance exists
- P4.2 develops knowledge to critically appraise and evaluate dance
- P4.3 demonstrates the skills of gathering, classifying and recording information about dance
- P4.4 develops skills in critical appraisal and evaluation
- P4.5 values the diversity of dance from national and international perspectives



## Dance

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Performance Task	Composition Task	Yearly Examination	
<b>Timing</b>	Term 1	Term 2	Term 3	
<b>Outcomes Assessed</b>	P1.1, P1.2, P1.3, P1.4, P2.1 P2.2, P2.3, P2.4, P2.5, P2.6	P1.1, P1.2, P1.3, P1.4, P3.1 P3.2 P3.3, P3.4, P3.5, P3.6 P3.7	P1.1, P1.2, P1.3, P1.4, P4.1 P4.2, P4.3, P4.4, P4.5	
Components				Weighting %
Performance	40			<b>40</b>
Composition		30		<b>30</b>
Appreciation			30	<b>30</b>
<b>TOTAL %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

# Year 11: Preliminary Drama Course Outcomes

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A student:

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, 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 action
- 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 understands the dynamics 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 commitment, 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 performances 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 make to Australian and other societies by raising awareness and expressing ideas about issues of interest\*

\* Outcomes are values and attitudes. While they are included in the syllabus, they are not assessed in the Preliminary assessment program.

## Drama

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Group Performance and logbook	Directorial Concept and IP Portfolio	Yearly Examination	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	P1.1, P1.3, P1.5, P2.3	P1.4, P1.6, P2.1, P2.2	P3.1, P3.2, P3.3	
<b>Components</b>				<b>Weighting %</b>
Making	15	25		<b>40</b>
Performing	20	10		<b>30</b>
Critically studying	5	5	20	<b>30</b>
<b>TOTAL %</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

# Year 11: Preliminary

## Earth and Environmental Science Course Outcomes

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A student:

- EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
- EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
- EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's system
- EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes
- EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11/12-5 analyses and evaluates primary and secondary data and information
- EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- EES12-12 describes and evaluates the models that show the structure and development of the Earth over its history
- EES12-13 describes and evaluates the causes of the Earth's hazards and the ways in which they affect, and are affected by, the Earth's systems
- EES12-14 analyses the natural processes and human influences on the Earth, including the scientific evidence for changes in climate
- EES12-15 describes and assesses renewable and non-renewable Earth resources and how their extraction, use, consumption and disposal affect the Earth's systems

## Earth and Environmental Science Year 11 (2021) HSC (Preliminary) Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Earth's Resources and Skills Task	<b>Depth Study</b> Water Management – Water Quality Assessment Task	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	EES11/12-2, EES11/12-3, EES11/12-5	EES11/12-1, EES11/12-3 EES11/12-4, EES11/12-7, EES11-11	EES11/12-6 EES11/12-8, EES11/12-9 EES11/12-10, EES11-11	
<b>Components</b>				<b>Weighting %</b>
Skills in working scientifically	25	25	10	<b>55</b>
Knowledge and understanding	5	10	25	<b>30</b>
<b>TOTAL %</b>	<b>30</b>	<b>35</b>	<b>20</b>	<b>100</b>

# Year 11: Preliminary Economics Course Outcomes

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A student:

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms and government in an economy
- P3 describes, explains and evaluates the role and operation of markets
- P4 compares and contrasts aspects of different economies
- P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 explains the role of government in the Australian economy
- P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8 applies appropriate terminology, concepts and theories in economic contexts
- P9 selects and organises information from a variety of sources for relevance and reliability
- P10 communicates economic information, ideas and issues in appropriate forms
- P11 applies mathematical concepts in economic contexts
- P12 works independently and in groups to achieve appropriate goals in set timelines

## Economics

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Research Assignment and In-Class Essay	Stimulus-Based Assignment	Yearly Examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	P1, P7, P9, P10, P12	P1, P8, P9, P10, P12	P1, P2, P3, P4, P5, P6, P7, P8 P10, P11, P12	
Components				Weighting %
Knowledge and understanding of course content	10	5	25	<b>40</b>
Stimulus based skills	5	10	5	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	5	5	10	<b>20</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



# Year 11: Preliminary Engineering Studies Course Outcomes

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A student:

- P1.1 identifies the scope of engineering and recognises current innovations
- P1.2 explains the relationship between properties, 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 to 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 developments 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

## Engineering Studies

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Engineering Report 1	Engineering Report 2	Yearly Examination	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	P1.1, P4.1, P4.2, P6.1	P2.1, P3.2, P5.1, P6.2	P1.1, P1.2, P2.2 P3.1, P3.3, P4.3	
Components				Weighting %
Knowledge and understanding of course content	10	10	40	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		<b>40</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Year 11: Preliminary

## Exploring Early Childhood Course Outcomes

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A student:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood – infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behavior in young children
- 4.1 demonstrates appropriate communication skills with children and / or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others

## Exploring Early Childhood

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Pregnancy and Childbirth Class Test	Child Growth and Development Media Presentation	Play and the Developing Child Childcare Activity	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	1.1, 1.4, 2.1, 5.1, 6.1, 6.2	1.2, 1.3, 1.4, 1.5, 2.2, 2.3, 2.4, 4.1 4.2, 5.1	1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 4.2 6.2	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding	30	10	10	<b>50</b>
Skills		25	25	<b>50</b>
<b>TOTAL %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

# Year 11: (Preliminary)

## Industrial Technology – Timber Products and Furniture Technologies Industrial Technology – Multimedia Technologies Course Outcomes

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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

## Industrial Technology – Timber Products and Furniture Technologies / Multimedia Technologies Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Industry Study	Project	Yearly Examination	
<b>Timing</b>	Term 1 Week 6	Term 2 Week 10	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	P1.1, P3.2, P5.1, P6.1 P6.2 P7.1, P7.2	P1.2, P2.1, P2.2, P3.1, P3.3 P4.1 P4.2 P4.3, P5.2	P1.1, P1.2, P4.3, P6.1, P6.2 P7.1	
<b>Components</b>				
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in the management, communication and production of projects	10	30	20	<b>60</b>
<b>TOTAL %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

# Year 11: Preliminary Enterprise Computing Course Outcomes

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A Student:

- EC-11-01 describes how systems are used in a range of enterprises
- EC-11-02 describes the function of data and information within enterprise computing systems
- EC-11-03 describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
- EC-11-04 describes how data is used in enterprise computing systems
- EC-11-05 applies tools and resources to analyse datasets
- EC-11-06 explains how innovative technologies have influenced enterprise computing systems
- EC-11-07 explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
- EC-11-08 selects and uses tools and resources to design and develop an enterprise computing system
- EC-11-09 documents the management and evaluates the development of an enterprise solution
- EC-11-10 investigates the effectiveness of an enterprise computing system
- EC-11-11 communicates an enterprise computing solution to an intended audience

## Enterprise Computing

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Interactive media and UX project	Networking systems and social computing project	Formal examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	EC-11-04, EC-11-08 EC-11-09, EC-11-11	EC-11-01, EC-11-03 EC-11-04, EC-11-06 EC-11-07, EC-11-09	EC-11-01, EC-11-02 EC-11-03, EC-11-05 EC-11-06, EC-11-07 EC-11-08, EC-11-09 EC-11-10, EC-11-11	
Components	Weighting %			
Knowledge and understanding of course content	10	10	30	<b>50</b>
Knowledge and skills in the design and development of information systems	15	25	10	50
<b>TOTAL %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>



# Year 11: Preliminary

## Investigating Science Course Outcomes

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A Student:

- INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5 analyses and evaluates primary and secondary data and information
- INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations
- INS11-9 examines the use of inferences and generalisations in scientific investigations
- INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
- INS11-11 describes and assesses how scientific explanations, laws and theories have developed
- INS12-12 develops and evaluates the process of undertaking scientific investigations
- INS12-13 describes and explains how science drives the development of technologies
- INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis
- INS12-15 evaluates the implications of ethical, social, economic and political influences on science

## Investigating Science

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Depth Study	Model Presentation	Yearly Examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	INS11-1, INS11-2, INS11-3 INS11-4, INS11-5, INS11-6 INS11-7	INS11-8, INS11-9, INS11-10 INS11-11	INS11-5, INS11-6, INS11-8 INS11-9, INS11-10, INS11-11	
Components				
Skills in working scientifically	20	20	20	<b>60</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Year 11: Preliminary Geography Course Outcomes

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A student:

- P1 differentiates between spatial and ecological dimensions in the study of geography
- P2 describes the interactions between the four components which define the biophysical environment
- P3 explains how a specific environment functions in terms of biophysical factors
- P4 analyses changing demographic patterns and processes
- P5 examines the geographical nature of global challenges confronting humanity
- P6 identifies the vocational relevance of a geographical perspective
- P7 formulates a plan for active geographical inquiry
- P8 selects, organises and analyses relevant geographical information from a variety of sources
- P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
- P10 applies mathematical ideas and techniques to analyse geographical data
- P11 applies geographical understanding and methods ethically and effectively to a research project
- P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

## Geography

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Biophysical Interactions Case Study- Human Impacts Report	Global Challenges Cultural Integration Presentation	Senior Geography Project	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
<b>Outcomes Assessed</b>	P1, P2, P3, P5, P9	P1, P4, P5, P6, P8, P12	P7, P8, P9, P10, P11, P12	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	20	5	<b>40</b>
Geographical tools and skills	5	5	10	<b>20</b>
Geographical inquiry and research, including fieldwork	5	5	10	<b>20</b>
Communication of geographical information, ideas and issues in appropriate forms	5	5	10	<b>20</b>
<b>TOTAL %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

# Year 11: Preliminary Legal Studies Course Outcomes

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A student:

- P.1 identifies and applies legal concepts and terminology
- P.2 describes the key features of Australian and international law
- P.3 describes the operation of domestic and international legal systems
- P.4 discusses the effectiveness of the legal system in addressing issues
- P.5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P.6 explains the nature of the interrelationship between the legal system and society
- P.7 evaluates the effectiveness of the law in achieving justice
- P.8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P.9 communicates legal information using well-structured responses
- P.10 accounts for differing perspectives and interpretations of legal information and issues

## Legal Studies

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Research and In-Class Essay	Law Reform Essay	Yearly Examination	
<b>Timing</b>	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	P3, P7, P8	P4, P5, P6, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8 P9	
Components				Weighting %
Knowledge and understanding	15	15	30	<b>60</b>
Research	10	10		<b>20</b>
Communication	5	5	10	<b>20</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Year 11: Preliminary Mathematics Advanced Course Outcomes

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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

## Mathematics Advanced

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Open Task	Assignment	Yearly Examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	MA11-1, MA11-2, MA11-9	MA11-1, MA11-3, MA11-4 MA11-8, MA11-9	MA11-1 to MA11-9	
<b>Components</b>				<b>Weighting %</b>
Understanding fluency and communication	15	15	20	<b>50</b>
Problem-solving, reasoning and justification	15	15	20	<b>50</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Topics:**

Functions  
Trigonometric Functions

Calculus  
Exponential and Logarithmic Functions  
Statistical Analysis

**Subtopics:**

F1 Working with Functions  
T1 Trigonometry and Measure of Angles  
T2 Trigonometric Functions and Identities  
C1 Introduction to Differentiation  
E1 Logarithms and Exponential  
Probability and Discrete Probability Distributions



# Year 11: Preliminary Mathematics Standard 1 and 2 Course Outcomes

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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

## Mathematics Standard 1 and 2

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Open Task	Assignment	Yearly Examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	MS11-1, MS11-3, MS11-4 MS11-6, MS11-10	MS11-2, MS11-5, MS11-6 MS11-9, MS11-10	MS11-1 to MS11-10	
Components				Weighting %
Understanding fluency and communication	15	15	20	<b>50</b>
Problem-solving, reasoning and justification	15	15	20	<b>50</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Topics:**

Algebra  
 Financial Mathematics  
 Measurement  
 Financial Mathematics  
 Statistical Analysis

**Sub Topics:**

MS-A1 Formulae and Equations  
 MS-A2 Linear Relationships  
 MS-M1 Applications of Measurement  
 MS-M2 Working with Time  
 MS-F1 Money Matters  
 MS-S1 Data Analysis  
 MS-S2 Relative Frequency and Probability

# Year 11: Preliminary Mathematics Extension 1 Course Outcomes

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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

## Mathematics Extension 1

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Open Task	Assignment	Yearly Examination	
<b>Timing</b>	Term 1 Week 9	Term 3 Week 1	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	ME11-1, ME11-2, ME11-6 ME11-7	ME11-1, ME11-2, ME11-3 ME11-6, ME11-7	ME11-1 to ME11-7	
Components				Weighting %
Understanding fluency and communication	15	15	20	<b>50</b>
Problem-solving, reasoning	15	15	20	<b>50</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Topics:**

Functions

Trigonometric Functions

Calculus

Combinatorics

**Sub Topics:**

ME-F1 Further Work with Functions

ME-F2 Polynomials

MET1 Inverse Trigonometric Functions

ME-T2 Further Trigonometric Identities

Me-C1 Rates of Change

Me-A1 Working with Combinatorics

# Year 11: Preliminary Modern History Course Outcomes

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## 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

## Modern History

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Source Study	Historical Investigation	Yearly Examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	MH11-1, MH11-3, MH11-4 MH11-5, MH11-7, MH11-9 MH11-10	MH11-3, MH11-4, MH11-5 MH11-6, MH11-7, MH11-9	MH11-1, MH11-2, MH11-3 MH11-4, MH11-5, MH11-6 MH11-7, MH11-8, MH11-9	
Components				Weighting %
Knowledge and understanding of course content	10		30	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	15		5	<b>20</b>
Historical inquiry and research		20		<b>20</b>
Communication of historical understanding in appropriate forms	5	10	5	<b>20</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Year 11: Preliminary Music 1 Course Outcomes

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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

# Music 1

## Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	<b>Performance and Viva Voce</b> Topic 1: Solo or ensemble performance and in class viva voce using performance repertoire demonstrating an understanding of compositional techniques and features of the topic	<b>Composition Portfolio and Aural Analysis</b> Topic 2: Composition or arrangement, including aural analysis of composition with reference to concepts of music relevant to the chosen topic	<b>Viva Voce and Student Devised Aural Analysis</b> Topic 3: Presentation and written summary of viva voce, with student devised aural question and response based on an excerpt discussed in Viva Voce	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	
Outcomes Assessed	P1, P2, P5, P6, P8	P3, P4, P6, P7, P8	P2, P4, P5, P6, P8	
Components				Weighting %
Performance	25			<b>25</b>
Composition		25		<b>25</b>
Musicology	10		15	<b>25</b>
Aural		15	10	<b>25</b>
TOTAL %	35	40	25	100



# Year 11: Preliminary Numeracy CEC Course Outcomes

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A student:

- N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems
- N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions
- N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems
- N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature
- N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability
- N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance
- N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design
- N6-2.6 chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations
- N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

## Numeracy CEC

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Assignment	Assignment	Assignment	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8-10	
<b>Outcomes Assessed</b>	N6-1.1, N6-2.3, N6-3.2	N6-1.2, N6-1.3, N6-3.1	N6-1.2, N6-2.3, N6-3.1	
Components				Weighting %
Understanding fluency and communication	15	15	20	<b>50</b>
Problem-solving, reasoning and justification	15	15	20	<b>50</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

#### Year 11 Topics:

- 1.1 Whole numbers
- 1.2 Operations with whole numbers
- 1.3 Distance, area and volume
- 1.4 Time
- 1.5 Data, graphs and tables

#### Module 2- Content Areas:

- 2.1 Fractions and decimals
- 2.2 Operations with fractions and decimals
- 2.3 Metric relationships
- 2.4 Length, mass and capacity
- 2.5 Chance

# Year 11: Preliminary

## Personal Development, Health and Physical Education Course Outcomes

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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 (Option 2)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- 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

## Personal Development, Health and Physical Education (PDHPE) Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Better Health for Individuals Task	Options Task	Yearly Examination	
<b>Timing</b>	Term 1 Week 9	Term 3 Week 6	Term 3 Weeks 8, 9 & 10	
<b>Outcomes Assessed</b>	P2, P3, P4, P6, P15	P6, P10, P12, P16	P1, P2, P3, P4, P5, P6, P7 P8 P9, P10, P11, P12, P14 P15 P16, P17	
Components	Weighting %			
Skills in critical thinking, research, analysing and communication		30		<b>30</b>
Knowledge and understanding of course content	35		35	<b>70</b>
<b>TOTAL %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

# Year 11: Preliminary Physics Course Outcomes

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A student:

- 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
- PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions
- 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 and light
- PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

## Physics

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Module 1 Kinematics Skills Assessment	Depth Study	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8, 9 & 10	
Outcomes Assessed	PH11-5, PH11-6, PH11-8	PH11-1, PH11-2, PH11-3, PH11-5 PH11-7, PH11-11	PH11-5, PH11-6, PH11-8 PH11-9, PH11-10, PH11-11	
Components				Weighting %
Skills in working scientifically	20	20	20	<b>60</b>
Knowledge and understanding	10	10	20	<b>40</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Year 11: Preliminary Society and Culture Course Outcomes

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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 and cultures
- 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

## Society and Culture

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Contemporary Social Issue Research Task	Cross-Generational Study	Yearly Examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8, 9, & 10	
<b>Outcomes Assessed</b>	P1, P6, P8, P9, P10	P1, P2, P3, P5, P8, P10	P1, P2, P3, P4, P6, P9	
Components	Weighting %			
Knowledge and understanding of course content	10	15	25	<b>50</b>
Application and evaluation of social and cultural research methods	15	15		<b>30</b>
Communication of information, ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>TOTAL %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



# Year 11: Preliminary Software Engineering Course Outcomes

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A student:

- SE-11-01 describes methods used to plan, develop and engineer software solutions
- SE-11-02 explains how structural elements are used to develop programming code
- SE-11-03 describes how current hardware, software and emerging technologies influence the development of software engineering solutions
- SE-11-04 applies safe and secure practices to collect, use and store data
- SE-11-05 describes the social, ethical and legal implications of software engineering on the individual, society and the environment
- SE-11-06 applies tools and resources to design, develop, manage and evaluate software
- SE-11-07 implements safe and secure programming solutions
- SE-11-08 applies language structures to refine code
- SE-11-09 manages and documents the development of a software project

## Software Engineering

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Software Project	OOP practical in class test	Final Year 11 Examination	
<b>Timing</b>	Term 2 Week 2	Term 2 Week 10	Term 3 Weeks 8, 9, & 10	
<b>Outcomes Assessed</b>	SE-11-01, SE-11-02, SE-11-03 SE-11-04, SE-11-06, SE-11-07	SE-11-01, SE-11-02, SE-11-03 SE-11-04, SE-11-06, SE-11-07 SE-11-09	SE-11-01, SE-11-02, SE-11-03 SE-11-04, SE-11-05, SE-11-06 SE-11-07, SE-11-09	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	<b>50</b>
Knowledge and skills in the design and development of software solutions	15	15	20	<b>50</b>
<b>TOTAL %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# Year 11: Preliminary

## Sport, Lifestyle and Recreation Studies Course Outcomes

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A student:

- H1.1 applies the rules and conventions that relate to participation in a range of physical activities
- H1.2 explain the relationship between physical activity, fitness and healthy lifestyle
- H1.3 demonstrates ways to enhance safety in physical activity
- H1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- H1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- H1.6 describes administrative procedures that support successful performance outcomes
- H2.1 explains the principles of skill development and training
- H2.2 analyses the fitness requirements of specific activities
- H2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- H2.4 describes how societal influences impact on the nature of sport in Australia
- H2.5 describes the relationship between anatomy, physiology and performance
- H3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- H3.2 designs programs that respond to performance needs
- H3.3 measures and evaluates physical performance capacity
- H3.4 composes, performs and appraises movement
- H3.5 analyses personal health practices
- H3.6 assesses and responds appropriately to emergency care situations
- H3.7 analyses the impact of professionalism in sport
- H4.1 plans strategies to achieve performance goal
- H4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- H4.3 makes strategic plans to overcome the barriers to personal and community health
- H4.4 demonstrates competence and confidence in movement contexts
- H4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- H5.1 accepts responsibility for personal and community health
- H5.2 willingly participates in regular physical activity
- H5.3 values the importance of an active lifestyle
- H5.4 values the features of a quality performance
- H5.5 strives to achieve quality in personal performance

## Sport, Lifestyle and Recreation Studies

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Fitness	Athletics	Practical	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Week 2	
Outcomes Assessed	2.2, 3.2, 3.3, 4.1	1.1, 2.5, 4.4	1.1, 1.2, 1.3, 2.1, 2.3, 3.1, 4.4	
Components				Weighting %
Assessment	25	25		50
Practical Performance			50	50
<b>TOTAL %</b>	<b>25</b>	<b>25</b>	<b>50</b>	<b>100</b>

# Year 11: Preliminary Studies of Religion II Course Outcomes

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A student:

- P1 describes the characteristics of religion and belief systems
- P2 identifies the influence of religion and belief systems on individuals and society
- P3 investigates religious traditions and belief systems
- P4 examines significant aspects of religious traditions
- P5 describes the influence of religious traditions in the life of adherents
- P6 selects and uses relevant information about religion from a variety of sources
- P7 undertakes effective research about religion, making appropriate use of time and resources
- P8 uses appropriate terminology related to religion and belief systems
- P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

## Studies of Religion II

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Infographic and Extended Response Religious of Ancient Origin	Research and Viva Voce In-Class Essay Religious Tradition Depth Study	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8, 9, & 10	
Outcomes Assessed	P1, P2, P6, P7, P8	P1, P4, P8, P6, P9	P1, P2, P4, P5, P6, P8, P9	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	<b>40</b>
Communication of information, ideas and issues in appropriate forms	10	5	5	<b>20</b>
Investigation and research	10	10		<b>20</b>
Communication of information, ideas and issues in appropriate forms		5	15	<b>20</b>
TOTAL %	30	30	40	100

# Year 11: Preliminary Visual Arts Course Outcomes

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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

## Visual Arts

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
Nature of Task	<p><b>Documenting Practice</b> Documentary analysis of a selected artist's practice. Submission of an artwork demonstrating how this analysis has informed developments in the student's artmaking practice</p>	<p><b>Investigating Artmaking Practice</b> Investigating Artmaking Practice- Still life artwork using painting as an expressive form. VAPD with written account of how forms and subject matter have been used to represent significant ideas</p>	<p><b>Yearly Examination</b> Art Criticism and Art History Written Examination</p>	
Timing	Term 1 Week 10	Term 3 Week 6	Term 3 Weeks 8, 9, 10	
Outcomes Assessed	P1, P2, P3, P7, P8	P4, P5, P6	P9, P10	
Components				Weighting %
Artmaking	10	40		<b>50</b>
Critical and Historical Study	20		30	<b>50</b>
TOTAL %	30	40	30	100



# Year 11: Preliminary Work Studies Course Outcomes

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A student:

- 1 investigates a range of work environments
- 2 examines different types of work and skills for employment
- 3 analyses employment options and strategies for career management
- 4 assesses pathways for further education, training and life planning
- 5 communicates and uses technology effectively
- 6 applies self-management and teamwork skills
- 7 utilises strategies to plan, organise and solve problems
- 8 assesses influences on people's working lives
- 9 evaluates personal and social influences on individuals and groups

## Work Studies

### Year 11: Preliminary Internal Assessment Program

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Resume and Interview Skills Task	Workplace Issues Media File	Yearly Examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8, 9, & 10	
<b>Outcomes Assessed</b>	3, 4, 5, 7	1, 5, 8, 9	1, 5, 6, 8, 9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding		20	10	<b>30</b>
Skills	40	10	20	<b>70</b>
<b>TOTAL %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>



Mitchell High School

Student Competency Assessment Schedule

Course: Year 11 Hospitality- Food and Beverage Stream

2024

Assessment Tasks for Certificate II Hospitality SIT20213		Cluster A	Cluster B	Cluster C
		Getting ready for work	Practical Café Skills	Working relationships
		Week: 4 Term: 2	Week: 2 Term: 4	Week: 9 Term: 4
Code	Unit of Competency			
SITXFSA001	Use hygienic practices for food safety	X		
SITXWHS001	Participate in safe work practices	X		
SITHFAB005	Prepare and serve espresso coffee		X	
SITHCCC003	Prepare and present sandwiches		X	
SITHFAB004	Prepare and serve non-alcoholic beverages		X	
BSBWOR203	Work effectively with others			X
SITXCOM002	Show social and cultural sensitivity			X

Yearly Examination
Weeks: 8, 9 & 10 Term: 3
HSC Examinable Units of Competency

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20216.

**Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

# **MITCHELL HS**

*We Inspire*  
*We Motivate*  
*We Care*  
*We Teach*

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