



# Southern Cross

SCHOOL OF DISTANCE EDUCATION

## Year 11 2025

### Assessment Guidelines

---

**Our school stands proudly on Bundjalung land**

2-40 Chickiba Drive, East Ballina NSW 2478 **T** 02 6681 0300 **F** 02 6681 0499

**E** [southerncrossschoolofdistanceeducation@det.nsw.edu.au](mailto:southerncrossschoolofdistanceeducation@det.nsw.edu.au) **W** [sthcrossc-d.schools.nsw.gov.au](http://sthcrossc-d.schools.nsw.gov.au)

This booklet contains essential information for students in the Preliminary Higher School Certificate Courses 2025-

Assessment requirements

Assessment policies and procedures

Assessment schedules

Assessment forms

Please note:

Email the completed return slip (on page 3) to Southern Cross School of Distance Education email

## Southern Cross School of Distance Education

Address	2-40 Chickiba Drive East Ballina NSW 2478
Phone	02 6681 0300
Website	<a href="https://sthcrossc-d.schools.nsw.gov.au/">https://sthcrossc-d.schools.nsw.gov.au/</a>
Email	<a href="mailto:southerncrossschoolofdistanceeducation@det.nsw.edu.au">southerncrossschoolofdistanceeducation@det.nsw.edu.au</a>

# Return Slip

To be returned after reading the booklet

Student Name: .....

I have read the explanations of my responsibilities and the general school procedures relating to the Higher School Certificate Assessment.

Student Signature: .....

Date: .....

School Name: *(for Single Course students)*.....

I have read the explanations of my responsibilities and the general school procedures relating to the Higher School Certificate Assessment.

Supervisors Signature: .....

Date: .....

Please complete this slip and return immediately via email to [southerncrossschoolofdistanceeducation@det.nsw.edu.au](mailto:southerncrossschoolofdistanceeducation@det.nsw.edu.au)

Blank Page

## Contents

<b>Return Slip</b> .....	<b>4</b>
<b>NSW Education Standards Authority (NESA) Requirements</b> .....	<b>9</b>
Satisfactory completion of Higher School Certificate courses (HSC).....	9
<b>School-based assessment</b> .....	<b>9</b>
<b>Year 11 course assessment overview</b> .....	<b>10</b>
Schools with single course students accessing Distance Education .....	10
Midyear enrolments .....	10
Requirements for the award of the Year 11 ROSA.....	11
Communicating school policy and procedures regarding assessment .....	11
Record of Student Achievement .....	12
Your responsibilities as a student of SCSODE .....	13
Your responsibilities as a supervisor of a student enrolled at SCSODE.....	13
Responsibility of the teacher.....	14
HSC Minimum Standards .....	15
Honesty in assessment tasks.....	15
All My Own Work .....	16
Disability provisions .....	16
CHAT GPT and artificial intelligence models.....	17
<b>School Based Assessment and Exam Requirements</b> .....	<b>18</b>
Assessment tasks.....	18
Year 11 Grades for the RoSA .....	18
Examinations and tasks completed under exam conditions .....	19
Timing and notification of assessment tasks .....	20
Number of assessment tasks.....	20
Reporting.....	20
Changes to course assessment schedules.....	21
Notification of receipt .....	21
Mode of submission and due date of assessment task .....	21
Procedure for marking .....	21
Marks submitted to NESA.....	22
Recording student performance.....	22
Feedback to students .....	22
School based examination timetable.....	22
Submission of drafts .....	23
Late submission of a task .....	23
<b>Assessment reviews and appeals</b> .....	<b>24</b>
Keeping copies of assessment tasks .....	24
Assessment review panel .....	24
Invalid assessment task.....	24
Absence from assessment task .....	24
Malpractice .....	25
Consequences of malpractice.....	25
Malpractice appeals.....	26
Non serious attempt.....	26
Non completion of assessment task.....	27
Appeals against assessment task determination.....	27
Illness/Misadventure – school based tasks .....	27
Illness and Misadventure - HSC exams .....	<b>Error! Bookmark not defined.</b>
Declined Illness/Misadventure appeals.....	29
Official Notification of 'N' Determination .....	29
N- Determination and appeals .....	30
Example of assessment task planner.....	31

Blank page.....	32
Contacts for assessment advice .....	33
<b>Assessment Schedules .....</b>	<b>34</b>
<b>Board Developed Courses .....</b>	<b>35</b>
Aboriginal Studies.....	35
Agriculture .....	36
Ancient History.....	37
Biology.....	38
Business Studies .....	39
Chemistry .....	40
Community and Family Studies .....	41
Dance .....	42
Design and Technology .....	43
Earth and Environmental .....	44
Economics.....	45
Engineering Studies.....	46
English Advanced .....	47
English Standard .....	48
English Studies .....	49
English Extension 1 .....	50
Enterprise Computing .....	51
Food Technology .....	52
French Beginners .....	53
French Continuers .....	54
Geography.....	55
German Beginners.....	56
German Continuers .....	57
Health Movement Science .....	58
Industrial Technology – Graphics Technology .....	59
Industrial Technology – Multimedia Technologies.....	60
Industrial Technology – Timber Technologies.....	61
Investigating Science.....	62
Italian Beginners .....	63
Japanese Beginners .....	64
Japanese Continuers .....	65
Legal Studies.....	66
Mathematics Standard.....	67
Mathematics Advanced.....	68
Mathematics Extension 1 .....	69
Modern History .....	70
Music 1 .....	71
Music 2.....	72
Numeracy .....	73
Physics .....	74
Society and Culture .....	75
Software Engineering .....	76
Spanish Beginners.....	77
Textiles and Design .....	78
Visual Arts .....	79
<b>Board Developed Courses (VET) with mandatory work placement.....</b>	<b>80</b>
Business Services .....	81
Qualification: BSB30120 Certificate III in Business .....	81
Cohort 2025-2026.....	81
Hospitality.....	82
Qualification: SIT20322 Certificate II in Hospitality.....	82

Cohort 2025-2026 .....	82
<b>Board Endorsed Courses .....</b>	<b>86</b>
Computing Applications 120 hours .....	86
Computing Applications 240 hours .....	87
Exploring Early Childhood 1 unit .....	88
Exploring Early Childhood 2 Unit .....	89
Financial Management.....	90
Marine Studies 1 Unit.....	91
Marine Studies 2 Unit.....	92
Photography Video and Digital Imaging 1 unit 60 hours.....	93
Photography Video and Digital Imaging 2 Unit 120 hours .....	94
Photography Video and Digital Imaging 2 Unit 240 hours .....	95
Sport Lifestyle and Recreation 2 unit .....	96
Visual Design 60 hours .....	97
Visual Design 120 hours .....	98
Visual Design 240 hours .....	99
Work Studies 2 unit.....	100
<b>FORMS .....</b>	<b>101</b>
Application for Illness/Misadventure.....	102
Appeal – Student Form.....	103
Appeal – Supervisor’s statement .....	104
Higher School Certificate ‘N’ Determination - Student Appeal Form.....	105
Student statement in support of ‘N’ determination appeal .....	86
<b>Flow charts - .....</b>	<b>88</b>
Appendix 1 Malpractice flow chart .....	88
Appendix 2 - Illness/Misadventure flow chart .....	89
Appendix 3 – Assessment task result appeal flow chart.....	90
<b>Example of official notification .....</b>	<b>91</b>
<b>Abbreviations used in this document .....</b>	<b>92</b>
<b>A Glossary of Key Words .....</b>	<b>92</b>

# NSW Education Standards Authority (NESA) Requirements

## Satisfactory completion of Higher School Certificate courses (HSC)

- Students are required to meet course completion criteria as well as assessment completion criteria.
- A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:
  - a) followed the course developed or endorsed by NESA; and
  - b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
  - c) achieved some or all of the course outcomes.

(Students who are likely to travel overseas during the HSC year should note that they need to demonstrate regular engagement with their courses of study until the end of the academic year, in order to fulfil these NESA requirements.)

- Students are expected to complete all tasks which are part of the assessment program in each course of study. School-based HSC assessment contributes 50% of the final Higher School Certificate mark and is reported on the Higher School Certificate Record of Achievement.

Students **must** complete assessment tasks that contribute more than 50% of the total assessment marks to qualify for the Higher School Certificate. Students cannot qualify for a Higher School Certificate in a course where they do not meet minimum assessment requirements.

- Students and supervisors are directed to the NSW Education Standards Authority (NESA) website for further information. <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

## School-based assessment

### NESA developed courses (also called Board Developed Courses)

Year 11 students complete school-based assessments as part of their preliminary HSC (except VET and Life Skills courses). Assessment is based on mandatory weightings and components as set out in the syllabuses for each preliminary HSC course being studied.

### VET courses

Assessment in VET courses is competency based. This means that the student needs to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit.

Due to the specific requirements of VET courses it is recommended students speak to the VET Coordinator to ensure they are fully aware of the requirements.

### Life Skills courses

Evidence of achievement of outcomes is gathered through ongoing assessment. There is no requirement for formal assessment of Life Skills outcomes.



# Year 11 course assessment overview

This booklet contains information about Year 11 courses at Southern Cross School of Distance Education, including assessment requirements, assessment policies and procedures, assessment schedules and forms.

The award of a Year 11 ROSA could be dependent on successfully applying this information in courses studied at Southern Cross School of Distance Education.

Assessment of academic progress will measure a student's achievement relative to other students attempting the same course.

Assessment includes both formal situations and observation of student's performance. In any particular subject, these may involve some of the following:

- written, practical, speaking and listening tasks
- assignments including essays and practical tasks
- projects of varying degrees of length and complexity
- one examination or task under exam conditions

The teacher of each course will issue information regarding requirements, which are particular to that course.

## Schools with single course students accessing Distance Education

The Distance Education enrolment guidelines state:

- “The maximum number of units studied by a student including the distance education course, must not exceed 13 units in the Year 11 course and 11 units for the year 12 course.”

The details of the Southern Cross School of Distance Education Year 11 Assessment Guidelines follow. This should be read carefully by staff, students and their parents/carers to ensure thorough understanding. Any enquiries can be made to Deputy Principal.

## Midyear enrolments

Students who enrol at Southern Cross School of Distance Education during the year will be assessed on the tasks completed at Southern Cross School of Distance Education. Your grade in the course will be calculated for those tasks which have been attempted at southern Cross school of Distance Education.

## Requirements for the award of the Year 11 ROSA

- To be eligible for the award of the Year 11 ROSA, students must satisfactorily complete:
  - a preliminary pattern of study comprising at least 12 units, and
  - an HSC pattern of study comprising at least 10 units.
- To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:
  - 2 units of a Board Developed course in English
  - at least 4 more units of Board Developed courses
  - at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
  - at least 4 subjects.
- Students may study a maximum of 6 units of Preliminary Science courses, and 7 units of HSC Science courses.
- For students entered in Mathematics Extension 2, both Mathematics Extension 1 and Mathematics Extension 2 are counted as 2-unit courses.
- Students must meet all other course eligibility requirements, and HSC eligibility requirements to be granted the HSC credential.
- Students may accumulate HSC courses towards the award of the HSC credential within a consecutive five-year period.

## Communicating school policy and procedures regarding assessment

Southern Cross School of Distance education provides for this in the following ways:

- distribution via email of the booklet "Year 11 guidelines" to all full time students and single course students and their supervisors. The distribution and acknowledgement of receipt will be recorded on DEMS for each student.
- single course student supervisors will be requested to outline the differences between the SCSODE policy and the home school policy. This request will be sent from Head Teacher Single Course.
- having teachers of each course provide course outlines, assessment schedules and assessment details to all their students
- providing students undertaking compressed patterns of study with an adjusted assessment schedule to meet the timetable for completing the compressed course
- The "Year 11 guidelines" document will be uploaded to the Southern Cross School of Distance Education website - <https://sthcrossc-d.schools.nsw.gov.au/>

## **Record of Student Achievement**

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). The RoSA is not a one-off document, it is a progressive credential. Students will only receive their RoSA once they leave school prior to completing the HSC.

The RoSA will provide a profile of the achievement of each student in relation to the course performance descriptors for Year 10 and 11. At the end of Year 11 student's achievement will be recorded to indicate their achievements in the course they have studied over the Year 11 year. Eligibility for the awarding of a RoSA is gained through the satisfactory completion of Stage 6 courses in Year 11. Where a student has been deemed ineligible for a Year 11 RoSA credential they will receive a transcript of study.

## Your responsibilities as a student of SCSODE

It is the responsibility of the student to:

- Complete all tasks: It is expected that students will complete all tasks (including assessment tasks that have a due date), practice good scholarship with no sign of malpractice.
- Keep informed: Students are to ensure that they keep all information regarding assessment tasks.
- Complete assessment tasks at the appointed time: It is a student's responsibility to complete an assessment task on or by the day it is due and submit as soon as possible. Alternate arrangements require prior agreement by their course teacher.
- Complete Examinations at the appointed time: It is a student's responsibility to complete examination on the date scheduled by your course teacher. Alternate arrangements require prior agreement by your course teacher.
- Request adjustments to assessment schedules where necessary and in a timely manner: This may occur when assessment tasks are due on the same day in which case it is the student's responsibility to inform their teacher.
- Report absence from tasks: an *Illness/misadventure form* with supporting documentation must be provided if a student is unable to submit a task on the due date on the day of a scheduled examination.
- Be aware of requirements: Students need to keep up to date with the NESA requirements for the award of the Record of School Achievement (ROSA)..
- Follow their assessment schedules: Students must ensure they have a copy of the assessment schedule for each course they are studying and be fully aware of course requirements.
- Be familiar with the school guidelines: Students are expected to be aware of the Southern Cross School of Distance Education Year 11 Assessment Policy as detailed in this booklet.
- Report and apply: It is the students and/or supervisors responsibility to report and apply for Illness/misadventure where appropriate.
- Seek advice: It is the student's responsibility to seek advice if there is a problem which has not been resolved satisfactorily within a course.

## Your responsibilities as a supervisor of a student enrolled at SCSODE

It is the responsibility of the supervisor to:

- Support and encourage the student to engage in regular learning activities, attend live timetabled lessons and monitor student attendance
- Know who the student's teachers are and support students to facilitate contact with their teachers
- Assists students with their learning and wellbeing as required
- Ensure students have a copy of all relevant course assessment guidelines and schedules
- Read and understand the assessment guidelines and seek clarification regarding assessment tasks

- Notify teachers if a student is away, ill or unable to engage in their learning and/or assessment activities
- Provide assistance with the organisation of learning materials and resources for the student
- Interpret and explain teacher instructions, feedback and comments
- Ensure students read assessment notifications and understand the requirements of the task and when tasks are due
- Return the assessment tasks to the teachers indicating the date of completion
- Ensure students are fully supervised for all tasks to be completed under exam conditions
- Keep a record of receipt which will be sent via email by your course teacher and postage of work and assessment tasks.

## **Responsibility of the teacher**

It is the responsibility of the teacher to:

- Establish a teaching program, in conjunction with their Head Teacher, which provides engaging learning experiences for their students
- Establish an assessment schedule, covering the full range of outcomes in that course, ensuring more than one outcome is addressed in each task
- Ensure that the types of assessment activities or tasks are appropriate to the objectives and outcomes being assessed
- Provide a variety of tasks and activities that use a range of assessment strategies
- Provide opportunities for students to display their achievements in different ways and to work in a range of situations
- Work together in planning teaching and learning activities and assessment and marking strategies
- Determine the weightings or relative importance of each activity
- Differentiate and individualise the learning program or pathway for their students if required
- Monitor the engagement in learning of students and support students who are falling with behind weekly returns of learning activities as well as sending warning letters where appropriate
- Provide valuable and timely feedback to students
- Explicitly describe the expectations and requirements of the activity or task to the learner
- Collect performance information for each student from assessment activities and record in DEMS
- Record evidence of student achievement based on observations during teaching and learning as well as from assessment activities
- Assemble the information on each student from the assessment activities to provide an overall picture of the student's achievement

## HSC Minimum Standards

To be eligible for a HSC students need to demonstrate they have met a minimum standard in literacy and numeracy.

The HSC minimum standard is set at Level 3 of the Australian Core Skills Framework (ACSF).

Students can sit the numeracy, reading or writing test from Year 10 up until they reach the HSC minimum standard for that domain. The 3 domains are numeracy, reading and writing.

About the tests:

- Reading: 45 multiple choice computer adaptive questions
- Numeracy: 45 multiple choice computer adaptive questions
- Writing: One question based on a visual or text prompt.

You can take each test:

- up to 6 times per year, if you are in Year 12
- from Year 10 until up to 5 years after starting your first HSC course
- at least 30 calendar after your last attempt in a test in the same domain.

Your school:

- will help you decide when you are ready to take each test
- can arrange for you to sit practice tests

Student will be emailed a copy each term of the information required to access these tests. The Learning and Support teachers can be contacted for support and further information about the tests

## Honesty in assessment tasks

This standard sets out NESA's requirements for students submitting their own work in Preliminary assessments.

Candidates for the Preliminary HSC, as well as their teachers and others who may guide them, are required to comply with this standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the preliminary HSC. Throughout the assessment process, the highest level of honesty is required. To authenticate student work submission, the school subscribes to Turnitin, and faculties may use this to verify and monitor assessment tasks. Turnitin is an AI content checker that supports staff to identify when AI writing tools such as ChatGPT may have been used.

Each student's grade will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- HSC: All My Own Work

## All My Own Work

All My Own Work (AMOW) is an educational program designed to instruct students about scholarship principles and ethical practices and comprises content across 4 topics related to locating and acknowledging sources of information, plagiarism, copyright, and working with others.

To be eligible for entry into a Preliminary and/or HSC course, and for the award of the HSC, all students must complete AMOW. It must be completed by every student before they will be entered on to NESA for any Preliminary or HSC course, as it has a specific focus on preparing students for HSC assessment.

Students undertaking a pattern of study that comprises only Stage 6 Life Skills courses, are not required to complete AMOW.

All students will be provided with information about HSC: All My Own Work by the Head Teacher Administration (Systems). Once a student has completed the AMOW program this will be registered on DEMS.

## Disability provisions

Disability provisions are available to students who require adjustments to complete a task (e.g. for a reader or scribe, extended time or for large print papers), however no special considerations will be made in marking a completed task.

These reasonable adjustments should ensure that students with disability can access and participate in education on the same basis as students without a disability. Decisions regarding curriculum options, including adjustments, should be made in the context of collaborative curriculum planning. The Learning and Support Teacher will liaise with student and supervisors in regard to suitable adjustments for assessment tasks and course work and communicate this to teachers. Adjustments and the communication of these for single course students is the responsibility of the base school Learning and Support Teacher.

The types of adjustments will vary according to the needs of the individual student. Decisions are made at school level to offer adjustments to students with disability in course work and assessment activities. Providing an adjustment does not restrict a student's access to the full range of grades.

Students will be provided with exam provisions in the final year 11 exams that align with students identified needs.

Schools are responsible for adjustments in school-based assessment tasks. In year 12 an application to NESA for HSC exam provisions is required.

Students doing their sitting exams for the Preliminary Higher School Certificate (HSC) may need disability provisions for:

- a permanent condition, such as cerebral palsy or vision impairment
- a temporary condition, such as a broken arm, or
- an intermittent condition, such as back pain when sitting for long periods.

All full-time students will be emailed information for applying for disability Provisions for the final year 11 exams by the learning and Support teachers in the first term of year 11.

It is the responsibility of the single course school to organise exam provisions for students and contact the students course teacher.

## CHAT GPT and artificial intelligence models

Chat GPT and other artificial intelligence models can be a useful tool for language learning and writing practice, it should not be used in the context of completing assessment tasks.

Teachers are aware that some students are using this tool and students are encouraged to develop their critical thinking, writing, and communication skills through engaging and meaningful learning experiences. Chat GPT and other artificial intelligence models, are not a reliable tool to use in completing assessment tasks. Here are a few reasons why:

- Chat GPT and other artificial intelligence models generates responses based on its training data and algorithms, which may not always be accurate or appropriate for the task at hand. Its responses can be vague, repetitive, or irrelevant to the question being asked.
- Chat GPT and other artificial intelligence models cannot evaluate the quality of the content generated by students or the accuracy of the information provided. For example, if students use Chat GPT and other artificial intelligence models to complete an essay or research task, it may generate content that is not factual or accurate, leading to lower grades or incomplete learning outcomes.
- Relying on Chat GPT and other artificial intelligence models to complete assessment tasks can lead to a lack of motivation, interest, and confidence in your own ability to learn and grow.
- Using Chat GPT and other artificial intelligence models and other artificial intelligence models in assessment tasks may compromise the integrity of the evaluation process. Assessment tasks are meant to assess students' independent thinking, critical analysis, and communication skills, which are essential for your future academic and professional success. If students rely on Chat GPT and other artificial intelligence models to complete assessments, they may not develop these skills and may be at a disadvantage when facing real-world challenges.

Above all the use of Chat GPT and other artificial intelligence models may result in a malpractice determination where students may receive zero.



# School Based Assessment and Exam Requirements

## Assessment tasks

Assessment tasks are designed to measure a student's academic progress in a given course at this school. Assessing student achievement for Year 11 RoSA involves the collecting of information on student performance in relation to the syllabus objectives and outcomes addressed through a range of assessment tasks and activities. Through this assessment program along with observations of teaching and learning, teachers will build a profile of the achievements of each student in relation to the common grade scale. The A to E grade reflects the level of achievement demonstrated by the student at the end of the course.

## Year 11 Grades for the RoSA

After the completion of each Year 11 course teachers are responsible for recommending a RoSA grade that best reflects the student's achievement as measured against the Common Grade Scale. Grades are reported by NESAs on each student's transcript of study and RoSA or HSC credential. Teachers make professional, on-balance judgements about which grade best matches each student's level of achievement. Teachers confirm their judgements about the grades they award by comparing their students' work with sample work aligned to grades. This process of comparing work samples helps ensure that the grades awarded in all schools are consistent.

## The Year 11 Common Grade Scale

The Common Grade Scale is used to report student achievement in the Year 11 Stage 6 year in all NSW schools and describes performance at each of five grade levels as listed on BOSTES website:

### A

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

### B

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

### C

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

## D

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

## E

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

## **Examinations and tasks completed under exam conditions**

Students are to be fully supervised in timed conditions as prescribed by the examination notification. course teachers will negotiate with students and supervisors the supervision of exams.

This supervision may include:

- Course teacher supervising the exam via teams
- student attending Southern Cross School of Distance Education site for the exam
- home supervisor providing the supervision and signing the statutory declaration that is provided in the posted examination envelope

Students must be supervised for the full length of the exam or task. Time allowed for the exam or task must be adhered to, with the only exception being for students who have an approved disability provision that allows extra time.

Single course students will be supervised at their home school.

Reading time is provided at the beginning of each written examination. During reading time students are not permitted to write, highlight or annotate their paper in anyway. If the examination permits the use of dictionaries, students may consult their dictionary.

Student's must not:

- take a mobile phone or programmable watch or device into the examination room or designated exam space
- take any electronic device, including a digital media player or electronic tablet, into the examination room, unless approved by NESAs and is listed as required for the exam or task
- speak to any person other than a supervisor during an examination, behave in any way likely to disturb the work of any other student or upset the conduct of the examination
- take into the examination room, or refer to during the examination, any books or notes, any paper, or any equipment other than the equipment listed in the examination timetable
- take water bottles with labels into the exam room
- alter the exam times unless granted permission for disability provisions.

Consequences for breaches of the examination rules will be investigated by the Assessment Review Panel and may result in a finding of malpractice and the assessment task mark may be penalised. Students must make a serious attempt at all examinations.

## Timing and notification of assessment tasks

The Year 11 assessment period will commence Term 1 Week 1 2025 and conclude Term 3 Week 10 2025. The timing of tasks is published in the assessment schedules included in this booklet. The timing of tasks is published in the assessment schedules included in this booklet. Students will be given a minimum of 10 school days notification of an assessment task.

Teachers will provide:

- notification of specific dates of assessment tasks issued from term 4 week 6.
- tasks notification will include:
  - a) components and weightings, as per the assessment schedule
  - b) syllabus outcomes assessed
  - c) type of the assessment task
  - d) scheduled date and time for attempting or submitting the task
  - e) marking criteria (where appropriate)

Where possible, no task will fall within the ten school days prior to the major examinations at the end of the course unless there are extenuating circumstances.

Assessment tasks notification information can be found on the front page of the students CANVAS course and in the students DEMS portal.

Students are expected to perform all tasks which are part of the assessment program in the courses being studied.

## Number of assessment tasks

A balance is essential between obtaining sufficient information about student's learning and the number of assessment tasks. For 2-unit courses, a maximum of three formal assessment tasks will be scheduled in Year 11. For 1 unit courses two-three assessment tasks will be scheduled.

## Reporting

Formal school reports are prepared at the end of the Year 11.

Year 11 reports will indicate the Year 11 course overall grade for course completion. Student effort will be reflected in the learning behaviours and teacher's comments. Comments will identify areas of student strength and areas for further improvement. Teachers of VET subjects will report on achievement in the VET competencies.

## **Changes to course assessment schedules**

In exceptionally rare circumstances, a change to a course assessment schedule may need to be made. The course teacher, after consulting with the Course Head Teacher, will contact verbally and in writing to inform all students affected by the change. This change in the date of submission will be noted on the individual students record card on DEMS against the record of the assessment. Sufficient time will be given to students to complete their work by the new due date/s. All care will be taken to minimise clashes and heavy workload periods, but this cannot always be guaranteed.

## **Notification of receipt**

When an assessment task notification is made available, your course teacher will notify you via email that the assessment notification is ready to be viewed in CANVAS. Students will need to access the CANVAS course to provide a notification of receipt of the assessment task. You will be asked a series of questions in a quiz to demonstrate your understanding of the task. These responses will be checked by your teacher and any misunderstanding clarified.

## **Mode of submission and due date of assessment task**

All tasks are to be returned to Southern Cross School of Distance Education by the due date and time indicated on the assessment task notification. Students must submit their assessment tasks via the mode specified on the assessment task notification page. This may include digital or hard copy. Assessment tasks returned via post must be post stamped on the envelope at your local Post Office on the date prior to or the due date of the task.

## **Procedure for marking**

Schools based assessments for Board Developed courses are moderated, and the moderated marks are reported on the Record of Achievement. Moderation of assessment marks allows comparison of student cohort within a course at SCSODE. Course teachers will record student assessment marks on DEMS.

Assessment marks are not required for VET courses, University Developed Board Endorsed Courses and/or Life Skills courses.

Students are marked on actual performance in a task and not on potential performance. For single marked assessment tasks, consistency may be improved by one teacher marking the task, or part of the task, for the entire cohort.

Where there is more than one teacher responsible for the marking process, a shared understanding of the expectations and standards of the assessment task is required. This will support consistent teacher judgement for assessment of student outcomes throughout the marking process. In some cases, double marking or panel marking may be appropriate. Where multiple classes are running in a course, common assessment tasks will be set and marked as one group. Faculties may employ a range of strategies to ensure consistency of marking across the cohort such as common markers,

team marking and check marking.

Teachers must provide timely and constructive feedback to students in their assessments. While specific timeframes may vary based on factors such as the complexity of the assessment task and the number of students in the cohort, teachers are encouraged to aim for reasonable turnaround times. As a guideline, a turnaround time of up to three (3) weeks from the due date for marking and providing individual feedback is recommended.

All VET courses are competency-based courses. Assessment must meet the requirements of the national training package or nationally accredited qualification/course on which the VET course is based. The Registered Training Organisation (RTO) must maintain a record of the competencies achieved by each student. This may take the form of a competency record book (student log), or records generated as a result of school use of the NESAs VCS Online system.

## **Grades submitted to NESAs**

At the end of the Preliminary HSC course, schools submit a grade to NESAs for each student that has successfully met the course completion criteria for that course. The Grade provided to NESAs is based on the completion of course work and assessment tasks.

In the case of Board-developed VET courses the school will submit to NESAs a list of the competencies successfully attained by each student.

## **Recording student performance**

Students' assessment task grades will be documented on the Markbook on DEMS. It is the responsibility of course teacher to record this information.

## **Feedback to students**

Once an assessment task is marked it will be returned to the student with a mark and written feedback. Feedback will be provided to students relating to their performance in the task that provides meaningful and useful information relative to the achievement of outcomes and provide advice on areas of improvement. Feedback will be provided to each student where appropriate using the marking criteria for the task and annotation to student work, indicating what the student did well and how they can improve.

## **School based examination timetable**

Individual Exam notifications will be sent to students in Year 11. The Year 11 exam security period is weeks 7,8, 9 and 10 Term 3. Exams are not to be held after week 10 Term 3 for the Year 11 examinations as it is too late for marking and to meet course completion deadlines for roll over into the HSC component of the course.

Paper copies of the exams are posted to students along with exam supervision requirements and a supervisor declaration. Course teachers will arrange with students the exam supervision details.

Single course students will sit the trial exams at their home school in line with the home school timetable. The examinations must be sat within the Southern Cross School of Distance Education security period.

Students and supervisors are asked to scan the completed examination and email to the course teacher before posting back the hard copy.

## **Submission of drafts**

Students are encouraged to submit draft work for teacher review and feedback in an HSC course. One draft per task may be submitted, a minimum of five school days before the task is due. Students must be aware, however, that if draft work is submitted and recommended improvements are made, the student results may not necessarily or automatically increase. Students should be aware of the course outcomes and marking guideline when reviewing their work and results.

## **Late submission of a task**

In the event that a student submits an assessment task after the due date with out an application for illness/misadventure the student will receive a zero mark for that task. If a student is unable to submit a task on/by the due date, it is the responsibility of the student to contact the course teacher who, in consultation with the Head Teacher of the course, will verify the original task's completion/submission date and advise the student of any process they may need to follow (e.g. Illness/misadventure application).

# Assessment reviews and appeals

## Keeping copies of assessment tasks

Students must keep a copy of all assessment tasks in the rare eventuality that the task is misplaced before submission or the student fails to follow the correct processes for submission of a task. This copy can be in the form of a saved file, photocopy, scanned digital images (jpg files), or digital photographs taken on a camera or mobile phone and stored in a suitable place and format. This copy will:

1. provide the student with the opportunity to submit a replacement task
2. provide proof to the teacher that they have attempted/completed the task.

A task that is lost/misplaced should be capable of being re-submitted without being re-done. It should not be assumed that an illness/misadventure application will be upheld, or even applicable, in the rare case that a task is lost/misplaced.

Tasks that are completed on electronic devices should be appropriately saved and should not be deleted, until you have the marked task back from your teacher. It is also recommended that students back-up assessment tasks on a thumb drive, or other external device, in the event of hard drive failure. It is the responsibility of students to follow submission of task processes as directed by the school.

## Assessment review panel

The Assessment Review Panel will meet on Thursday mornings each week to consider all illness/misadventure applications, malpractice determination, non-serious attempts of school based tasks and appeals. In exceptional time sensitive cases the panel will be able to meet more regularly. The Assessment Review Panel will include the Deputy Principal, Course Head Teacher and an additional member of the executive team. In the event of an appeal of the Assessment Review Panel decision, the Principal will make the final decision.

## Invalid assessment task

An invalid task is one which does not achieve its intended purpose either because of its design or because of problems in its administration. The school reserves the right to set a substitute task if for any reason the initial task fails to discriminate or is found to be invalid. In the event of an invalid task, the Assessment Review Panel will meet and make a decision. In the event of an appeal, the Principal will make the final decision.

## Absence from assessment task

If a teacher is absent on the day an oral or performance task is to be administered, the Head Teacher of the faculty will determine if the task is able to proceed, or whether it will need to be rescheduled. In some circumstances, the task will be re-scheduled. Students will be informed verbally, and in writing, of the revised date.

## Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the students own. Malpractice in any form including plagiarism, collusion, misrepresentation and breach of assessment conditions is unacceptable. Malpractice is any attempt to gain an unfair advantage over other students.

It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person such as a parent, coach or subject expert has substantially contributed towards
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination 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.

These issues are addressed directly by NESA in HSC: All My Own Work.

## Consequences of malpractice

If malpractice is suspected, the investigation is managed by the Assessment Review Panel.

The supervisor will be informed of the suspected malpractice and provided with information about possible appeal options.

In the case of suspected plagiarism and use of AI specifically, the supervisor will be asked to provide evidence that all unacknowledged work is entirely the student's own. Such evidence might include but is not limited to:

- the student providing evidence of and explaining the process of their work, which might include journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- the student answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

If malpractice is concluded to have occurred, one or more of the following consequences will apply:



- reduced marks for all or part of the task
- zero marks for all or part of the task
- a NESAs warning letter sent to the student/supervisor.

A register of malpractice will be maintained and NESAs will be notified of all incidences.

## **Malpractice appeals**

After being informed of the consequence of proven malpractice, students have 3 school days to appeal a decision made by the Head Teacher of the course, to the Assessment Review Panel. The completed Appeal Form must be emailed to the course teacher and school email.

The Assessment Review Panel will review the evidence and inform the student and supervisor of their decision in writing. Notes of any discussion/interview will be made and retained.

If the student, parent/caregiver is not satisfied with the decision of their appeal to the Assessment Review Panel, a final appeal can be made to the Principal. This appeal **MUST** be made within 3 school days of being informed of the Assessment Review Panels decision. The appeal must be made to the Principal in writing using the Appeal Form and any new evidence provided. The Principal's decision will be final.

## **Non serious attempt**

A non-serious attempt in exams and assessment tasks occurs when students fail to adhere to the guidelines of Good Scholarship, as specified by NESAs in the "All My Own Work" course.

Students are expected to approach all school-based assessment tasks, HSC exams, and HSC minimum standard tests seriously.

Consequences for non-serious may attempts include a "0" mark awarded for an assessment task, not receiving a result for the course, or even becoming ineligible for the HSC award.

The determination of a non-serious attempt for school based tasks is made by the Assessment Review Panel in consultation with the course teacher. If the student, parent/caregiver is not satisfied with the decision of the Assessment Review Panel, a final appeal can be made to the Principal. The completed Appeal Form must be emailed to the course teacher and school email. This appeal **MUST** be made within 3 school days of being informed of the Assessment Review Panels decision. The appeal must be made to the Principal in writing and any new evidence provided. The Principal's decision will be final.

Non-serious attempts include but are not limited to:

- a. answering only multiple-choice questions, and/or
- b. responses containing objectionable material:
  - i. abuse directed at a member of school staff, Presiding Officer or NESAs, and/or

- ii. obscene symbols, drawings, or comments.

The determination of a non-serious attempt for the HSC is made by NESAs.

## **Non completion of assessment task**

A refusal by a student to complete a task or to meet the submission requirements will result in a zero award for the task.

The teacher will inform the student and supervisor in writing of the penalty following a telephone call with the student. The task will still need to be completed in order to satisfy the requirements of the course.

In the case of prolonged absences, the Head Teacher and the Deputy Principal will confer.

## **Appeals against assessment task determination**

All care is taken to ensure that assessment processes and procedures are fair and equitable at all times and that the administration and conduct of tasks occurs appropriately and without advantage or disadvantage to the cohort. Thus, student work is assessed on actual performance, not potential performance.

If a student/supervisor questions or has concerns relating to a marked assessment task or an assessment task for which a mark of zero has been awarded, an appeal must be made by the supervisor to the Course Head Teacher within 3 days of notification of the mark.

The appeal must be based on evidence of a breakdown in process or procedure in the administration of the task or the marking processes. Teacher judgement in the awarding of marks cannot be appealed.

The completed Appeal Form must be emailed to the course teacher and school email.

Appeals are referred to the Assessment Review panel for determination.

If the appeal is upheld, the decision of the panel will override any warning letters issued for that task. If the appeal is declined the student/supervisor may appeal using Appeal Form within 3 school days to the Principal. The Principal's decision is final.

There can be no appeal process to NESAs against a school's judgement of a student's performance on a particular task. Any disputes over an individual task, must be resolved within the school at the time and within the time frame specified by the school.

## **Illness/Misadventure**

Students may be eligible for Illness/Misadventure if, immediately prior to, or during an assessment task, an unforeseen or beyond a student's control, illness or misadventure occurs. If there is an incident which is likely to affect a student's performance, the student can submit an illness/misadventure application.

If a student believes they are eligible for Illness/Misadventure, then the student must contact the course teacher or Head Teacher of the course immediately and have ready (where possible), independent

evidence to support their application (e.g. medical certificate, police report, hospital admission form, etc). The illness/misadventure application form of this document must be completed and submitted within 3 school days of the illness/misadventure. The Assessment Review Panel will then determine if the application is successful.

The completed *Application for Illness/misadventure* form must be emailed to the course teacher and school email.

For an in-school examination the student must:

- inform the course teacher or the single course supervisor at the base school before the examination begins and /or contact the school immediately if illness or misadventure occurs during the examination
- complete the application form and return on the date of the examination
- provide evidence or supporting documentation e.g. e.g. medical certificate, police report, hospital admission form, etc). and an application form to support the illness/misadventure claim. Application forms can be found at the back of this booklet.

For a scheduled assessment task, the student must:

- inform the subject teacher and Head Teacher, or single course supervisor at the base school immediately and return an illness/misadventure application with supporting evidence to explain the circumstances surrounding the illness and/or misadventure, this includes the requirement of an extension for alternate assessment due date.
- complete an application as soon as possible within 3 days of the assessment task due date.

Once an *Application for Illness/Misadventure* form is received:

- an Assessment Review Panel will be formed to review the application and assessment task
- results of the application will be notified in writing to the student, supervisor, course teacher and faculty Head Teacher

The Illness/Misadventure application process does not cover, and is not limited, to:

- attendance at a sporting or cultural event, or family holiday/event or excursion;
- clashes with external commitments eg., sporting competitions, training commitments or non-Southern Cross of Distance Education Examinations;
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities;
- disabilities for which disability provisions have already been granted, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic attack suffered by a diabetic student) or further difficulties occur;
- long-term illness such as glandular fever, asthma, epilepsy, anxiety, depression – unless the student suffers a 'flare-up' of the condition immediately before, or during, the assessment task;
- matters avoidable by the student (e.g. sleeping in, misreading the instructions on the task, misreading the assessment schedule and due date, misinterpretation of the task questions,

failure to back up work on a regular basis on several devices, choosing to do other things not related to the task);

- computer malfunction or disruption, or corruption of technology, such as a damaged thumb drive or disk; internet issues
- long-term domestic issues; and/or
- pregnancy.

If an application is successful, one or more of the following may occur:

1. A new due date will be provided by which to submit the same task.
2. A new due date will be provided by which to submit an alternative task that is a like task and assesses the same outcomes, has the same weightings and components.
3. In exceptional circumstances where a student cannot complete the assessment task, schools may provide an estimate based on completed comparable assessment tasks which contain comparable outcomes approved by the Principal and in line with the school's policies and procedures for school-based assessment.

If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, the school must record a zero mark for the assessment task.

## **Declined Illness/Misadventure appeals**

Students have the right to appeal the decision of the Assessment Review Panel to the Principal, but this can only be done under circumstances where NEW evidence can be provided and is within 3 school days of the Assessment Review Panel decision. The appeal must be emailed to the course teacher and school email. The Principal's decision will be final.

## **Official Notification of 'N' Determination**

Southern Cross School of Distance Education is required by NESAs, to issue a formal warning in writing to any student who is in danger of not completing the course requirements in any course. This is a formal notification to the student and supervisor outlining what the student is required to do to resolve the warning letter. The warning will be timed to allow for completion and return of the work outlined. Supervisors are required to complete the acknowledge and receipt page of the official notification and return to the course teacher.

Formal official notification, advising of a potential N Determination, will be sent to the supervisor's email address. It is the student's and supervisors' responsibility to notify the school of any change of address or contact details. NESAs will not find it an acceptable reason/excuse that letters were not received, if contact details provided to the school were not updated by the student/supervisor.

## **N- Determination and appeals**

Students who have not complied with the course completion criteria and who have at least two written warnings letters outstanding can be regarded as not having satisfactorily completed the course at the time of finalising grades. The Principal may then apply the 'N' determination. This is the decision made by the Principal at the end of the course, under delegated authority from NESAs. A Higher School Certificate 'N' Determination - Student Appeal Form will be provided to the student and supervisor at the time of notification the Principals decision.

- Head Teacher Administration (Systems) will contact supervisors of full time and pathways students who will be 'N' determined.
- Head Teacher Single Course will contact supervisors of Single Course students who will be 'N' determined.

If an 'N' determination is submitted to NESAs for the course the student will not receive their HSC for this course.

Students and supervisors may appeal against the decision of an 'N' determination brought down by the Principal to NESAs. NESAs will review appeals only on the information submitted with the Principal's Determination form, the Student Appeal form and the School Review – Principal's Report form.

## Example of assessment task planner

We recommend that all students create their own planner of assessments. You may like to use this form.

### TERM 1 2025

### TERM 2 2025

Week	Task	Due Date	Handed In	Week	Task	Due Date	Handed In
<u>1</u>				<u>1</u>			
<u>2</u>				<u>2</u>			
<u>3</u>				<u>3</u>			
<u>4</u>				<u>4</u>			
<u>5</u>				<u>5</u>			
<u>6</u>				<u>6</u>			
<u>7</u>				<u>7</u>			
<u>8</u>				<u>8</u>			
<u>9</u>				<u>9</u>			
<u>10</u>				<u>10</u>			
<u>11</u>				<u>11</u>			

### TERM 3 2025

### TERM 4 2025

Week	Task	Due Date	Handed In	Week	Task	Due Date	Handed In
<u>1</u>				<u>1</u>			
<u>2</u>				<u>2</u>			
<u>3</u>				<u>3</u>			
<u>4</u>				<u>4</u>			
<u>5</u>				<u>5</u>			
<u>6</u>				<u>6</u>			
<u>7</u>				<u>7</u>			
<u>8</u>				<u>8</u>			
<u>9</u>				<u>9</u>			
<u>10</u>				<u>10</u>			



**Blank page**

## Contacts for assessment advice

Within the school:

### Ms Kirstin Beck

- Principal Southern Cross School of Distance Education (Rel)

### Mr Stephen Manser

- Deputy Principal Southern Cross School of Distance Education (Rel)

### Mr Sam Askew

- Head Teacher Single Course (Rel)

### Mr Sam Askew

- Head Teacher Administration (Rel)
  - NESAs Administrator

### Mrs Shelley Hernage

- Head Teacher Secondary Studies
  - Provides access to subject guidelines, syllabuses, NESAs assessment guidelines.
  - Provides advice on subject selections, assessment policy and its implementation
  - NESAs contact regarding specific problems.

## Outside the school:

[NESAs](#)

NESAs Liaison Officer phone: 02 6659 3274

Please note:

Head Teachers are

- Responsible for own faculty assessment implementation.
- Available to discuss problems related to tasks which cannot be resolved with teacher.

Remember, the student's teacher is the first person to contact for assistance with any problems that you may encounter.



## Assessment Schedules



Exact dates for tasks will be given to students in writing at least 10 school days prior to the task.

# Board Developed Courses

## Aboriginal Studies

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Extended Response</b>	Extended response	2 APR 2025	P2.1, P4.1, P1.2, P2.2, P3.2, P4.2, P4.3	30%
<b>Assessment Task 2: Local Community Case Study</b>	Research Task	25 JUN 2025	P2.1, P3.1, P4.1, P1.2, P2.2, P3.2, P4.2, P4.3	40%
<b>Assessment Task 3: Yearly Examination</b>	Examination	16 SEP 2025	P1.1, P2.1, P3.1, P4.1, P1.2, P2.2, P3.2, P4.2, P1.3, P3.3, P4.3	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	Research and inquiry methods, including aspects of the Local Community Case Study	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
<b>Assessment Task 1: Extended Response</b>	10	10	0	10	30%
<b>Assessment Task 2: Local Community Case Study</b>	10	0	20	10	40%
<b>Assessment Task 3: Yearly Examination</b>	20	5	0	5	30%
<b>Weighting</b>	<b>40%</b>	<b>15%</b>	<b>20%</b>	<b>25%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1.1</b>	Identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
<b>P1.2</b>	Explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights
<b>P1.3</b>	Explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
<b>P2.1</b>	Explains the meaning of the Dreaming to Aboriginal peoples
<b>P2.2</b>	Explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
<b>P3.1</b>	Describes government policies, legislation and legal decisions in relation to racism and discrimination
<b>P3.2</b>	Explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
<b>P3.3</b>	Explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
<b>P4.1</b>	Plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
<b>P4.2</b>	Undertakes community consultation and fieldwork and applies ethical research practices
<b>P4.3</b>	Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Vegetable varieties</b>	Practical Task	27 MAR 2025	P1.2, P2.2, P4.1	30%
<b>Task 2 - Farm case study</b>	Research Task	20 JUN 2025	P1.1, P1.2, P2.3, P3.1, P5.1	40%
<b>Task 3 - Prelim Exam</b>	Examination	26 SEP 2025	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in Working Scientifically	TOTAL VALUE
<b>Task 1 - Vegetable varieties</b>	10	20	30%
<b>Task 2 - Farm case study</b>	20	20	40%
<b>Task 3 - Prelim Exam</b>	10	20	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1.1</b>	Describes the complex, dynamic and interactive nature of agricultural production systems.
<b>P1.2</b>	Describes the factors that influence agricultural systems.
<b>P2.1</b>	Describes the biological and physical resources and applies the processes that cause changes in plant production systems.
<b>P2.2</b>	Describes the biological and physical resources and applies the processes that cause changes in animal production systems.
<b>P2.3</b>	Describes the farm as a basic unit of production.
<b>P3.1</b>	Describes the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements.
<b>P4.1</b>	Applies the principles and procedures of experimental design and agricultural research.
<b>P5.1</b>	Identifies the role of associated technologies and technological innovation in producing and marketing agricultural products.

# Ancient History

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Investigating Ancient History</b>	Research Task	28 MAR 2025	AH11-6, AH11-9, AH11-10	30%
<b>Assessment Task 2: Historical Investigation</b>	Research Task	13 JUN 2025	AH11-3, AH11-5, AH11-6, AH11-8, AH11-9	30%
<b>Assessment Task 3: Year 11 Examination</b>	Examination	15 SEP 2025	AH11-1, AH11-2, AH11-4, AH11-6, AH11-7, AH11-9	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms	TOTAL VALUE
<b>Assessment Task 1: Investigating Ancient History</b>	10	5	10	5	30%
<b>Assessment Task 2: Historical Investigation</b>	5	5	10	10	30%
<b>Assessment Task 3: Year 11 Examination</b>	25	10	0	5	40%
<b>Weighting</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>AH11-1</b>	describes the nature of continuity and change in the ancient world
<b>AH11-2</b>	proposes ideas about the varying causes and effects of events and developments
<b>AH11-3</b>	analyses the role of historical features, individuals and groups in shaping the past
<b>AH11-4</b>	accounts for the different perspectives of individuals and groups
<b>AH11-5</b>	examines the significance of historical features, people, places, events and developments of the ancient world
<b>AH11-6</b>	analyses and interprets different types of sources for evidence to support an historical account or argument
<b>AH11-7</b>	discusses and evaluates differing interpretations and representations of the past
<b>AH11-8</b>	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>AH11-9</b>	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
<b>AH11-10</b>	discusses contemporary methods and issues involved in the investigation of ancient history

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Enzyme Practical</b>	Research Task	26 MAR 2025	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-9	30%
<b>Task 2 - Depth Study Research</b>	Depth Study	20 AUG 2025	BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-9	30%
<b>Task 3 - Yr 11 Final Examination</b>	Examination	18 SEP 2025	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in Working Scientifically	TOTAL VALUE
<b>Task 1 - Enzyme Practical</b>	15	15	30%
<b>Task 2 - Depth Study Research</b>	10	30	40%
<b>Task 3 - Yr 11 Final Examination</b>	15	15	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>BIO11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>BIO11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>BIO11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>BIO11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>BIO11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>BIO11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>BIO11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>BIO11-8</b>	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
<b>BIO11-9</b>	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
<b>BIO11-10</b>	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
<b>BIO11-11</b>	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Nature of Business and Business Management</b>	Written Work	23 MAY 2025	P1, P2, P3, P4, P5, P6, P7, P8, P9	35%
<b>Assessment Task 2: Business Plan</b>	Design Project	21 AUG 2025	P6, P7, P8, P9, P10	30%
<b>Assessment Task 3: Year 11 End of Course Examination</b>	Examination	18 SEP 2025	P1, P2, P3, P4, P5, P6, P8, P9, P10	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms	TOTAL VALUE
<b>Assessment Task 1: Nature of Business and Business Management</b>	10	10	5	10	35%
<b>Assessment Task 2: Business Plan</b>	5	5	15	5	30%
<b>Assessment Task 3: Year 11 End of Course Examination</b>	25	5	0	5	35%
<b>Weighting</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1</b>	Discusses the nature of business, its role in society and types of business structure
<b>P2</b>	Explains the internal and external influences on businesses
<b>P3</b>	Describes the factors contributing to the success or failure of small to medium enterprises
<b>P4</b>	Assesses the processes and interdependence of key business functions
<b>P5</b>	Examines the application of management theories and strategies
<b>P6</b>	Analyses the responsibilities of business to internal and external stakeholders
<b>P7</b>	Plans and conducts investigations into contemporary business issues
<b>P8</b>	Evaluates information for actual and hypothetical business situations
<b>P9</b>	Communicates business information and issues in appropriate formats
<b>P10</b>	Applies mathematical concepts appropriately in business situations

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Properties and structure of Substances</b>	Depth Study	3 APR 2025	CH11/12-4, CH11/12-5, CH11/12-7, CH11-8	30%
<b>Task 2 Depth Study: Rates of Reaction</b>	Depth Study	28 AUG 2025	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-10	40%
<b>Task 3 - Exam</b>	Examination	22 SEP 2025	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9, CH11-10, CH11-11	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in Working Scientifically	TOTAL VALUE
<b>Task 1 - Properties and structure of Substances</b>	15	15	30%
<b>Task 2 Depth Study: Rates of Reaction</b>	10	30	40%
<b>Task 3 - Exam</b>	15	15	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>CH11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>CH11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>CH11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>CH11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>CH11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>CH11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>CH11-8</b>	Explores the properties and trends in the physical, structural and chemical aspects of matter
<b>CH11-9</b>	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
<b>CH11-10</b>	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
<b>CH11-11</b>	Analyses the energy considerations in the driving force for chemical reactions

# Community and Family Studies

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Resource Management</b>	Written Work	2 APR 2025	P4.2, P5.1, P6.1, P6.2	25%
<b>Assessment Task 2 - Families and communities</b>	Research Task	25 JUN 2025	P2.2, P2.4, P3.1	35%
<b>Assessment Task 3 - Yr 11 Examination</b>	Examination	19 SEP 2025	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating	TOTAL VALUE
<b>Assessment Task 1 - Resource Management</b>	10	15	25%
<b>Assessment Task 2 - Families and communities</b>	15	20	35%
<b>Assessment Task 3 - Yr 11 Examination</b>	15	25	40%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1.1</b>	Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals.
<b>P1.2</b>	Proposes effective solutions to resource problems.
<b>P2.1</b>	Accounts for the roles and relationships that individuals adopt within groups.
<b>P2.2</b>	Describes the role of the family and other groups in the socialisation of individuals.
<b>P2.3</b>	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.
<b>P2.4</b>	Analyses the inter-relationships between internal and external factors and their impact on family functioning.
<b>P3.1</b>	Explains the changing nature of families and communities in contemporary society.
<b>P3.2</b>	Analyses the significance of gender in defining roles and relationships.
<b>P4.1</b>	Utilises research methodology appropriate to the study of social issues.
<b>P4.2</b>	Presents information in written, oral and graphic form.
<b>P5.1</b>	Applies management processes to maximise the efficient use of resources.
<b>P6.1</b>	Distinguishes those actions that enhance wellbeing.
<b>P6.2</b>	Uses critical thinking skills to enhance decision-making.



# Dance

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Performance</b>	Practical Task	7 MAR 2025	P1.1, P1.2, P1.3, P1.4, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.7	40%
<b>Assessment Task 2: Composition</b>	Practical Task	4 JUL 2025	P1.1, P1.2, P1.3, P1.4, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7	30%
<b>Assessment Task 3: Appreciation exam</b>	Examination	26 SEP 2025	P4.1, P4.2, P4.3, P4.4, P4.5	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Performance	Composition	Appreciation
<b>Assessment Task 1: Performance</b>	40	0	0
<b>Assessment Task 2: Composition</b>	0	30	0
<b>Assessment Task 3: Appreciation exam</b>	0	0	30
<b>Weighting</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

## Syllabus Outcomes

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

# Design and Technology

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Introductory Project</b>	Design Project	4 JUN 2025	P1.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	35%
<b>Assessment Task 2 - Minor Design Project</b>	Design Project	10 SEP 2025	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	40%
<b>Assessment Task 3 - Final Yr 11 exam</b>	Examination	15 SEP 2025	P1.1, P2.1, P2.2, P4.3, P5.2, P6.1	25%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in designing, managing, producing and evaluating design projects	TOTAL VALUE
<b>Assessment Task 1 - Introductory Project</b>	15	20	35%
<b>Assessment Task 2 - Minor Design Project</b>	10	30	40%
<b>Assessment Task 3 - Final Yr 11 exam</b>	15	10	25%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1.1</b>	Examines design theory and practice, and considers the factors affecting designing and producing in design projects.
<b>P2.1</b>	Identifies design and production processes in domestic, community, industrial and commercial settings.
<b>P2.2</b>	Explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects.
<b>P3.1</b>	Investigates and experiments with techniques in creative and collaborative approaches in designing and producing.
<b>P4.1</b>	Uses design processes in the development and production of design solutions to meet identified needs and opportunities.
<b>P4.2</b>	Uses resources effectively and safely in the development and production of design solutions.
<b>P4.3</b>	Evaluates the processes and outcomes of designing and producing.
<b>P5.1</b>	Uses a variety of management techniques and tools to develop design projects.
<b>P5.2</b>	Communicates ideas and solutions using a range of techniques.
<b>P5.3</b>	Uses a variety of research methods to inform the development and modification of design ideas.
<b>P6.1</b>	Investigates a range of manufacturing and production processes and relates these to aspects of design projects.
<b>P6.2</b>	Evaluates and uses computer-based technologies in designing and producing.

# Earth and Environmental

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Depth Study</b>	Depth Study	7 APR 2025	EES11/12-2, EES11/12-4, EES11/12-5, EES11/12-7, EES11-8	30%
<b>Task 2 - Research Task</b>	Research Task	22 AUG 2025	EES11/12-2, EES11/12-3, EES11/12-5, EES11/12-7, EES11-8, EES11-9	40%
<b>Task 3 - Exam</b>	Examination	20 SEP 2025	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-10, EES11-11	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in Working Scientifically	TOTAL VALUE
<b>Task 1 - Depth Study</b>	10	30	40%
<b>Task 2 - Research Task</b>	15	15	30%
<b>Task 3 - Exam</b>	15	15	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>EES11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>EES11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>EES11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>EES11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>EES11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>EES11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>EES11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>EES11-8</b>	Describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
<b>EES11-9</b>	Describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
<b>EES11-10</b>	Describes the factors that influence how energy is transferred and transformed in the Earth's systems
<b>EES11-11</b>	Describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Comparing Economies</b>	Research Task	2 APR 2025	P1, P2, P4, P7, P8, P9, P10, P12	35%
<b>Assessment Task 2: Understanding Markets Research</b>	Research Task	18 JUN 2025	P1, P2, P3, P5, P8, P11	30%
<b>Assessment Task 3: Year 11 End of Course Examination</b>	Examination	19 SEP 2025	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of economic information, ideas and issues in appropriate forms	TOTAL VALUE
<b>Assessment Task 1: Comparing Economies</b>	10	0	10	10	30%
<b>Assessment Task 2: Understanding Markets Research</b>	5	10	10	5	30%
<b>Assessment Task 3: Year 11 End of Course Examination</b>	25	10	0	5	40%
<b>Weighting</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1.1</b>	Evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
<b>P1</b>	Demonstrates understanding of economic terms, concepts and relationships.
<b>P2</b>	Explains the economic role of individuals, firms and government in an economy.
<b>P3</b>	Describes, explains and evaluates the role and operation of markets.
<b>P5</b>	Analyses the relationship between individuals, firms, institutions and government in the Australian economy.
<b>P7</b>	Identifies the nature and causes of economic problems and issues for individuals, firms and governments.
<b>P8</b>	Applies appropriate terminology, concepts and theories in economic contexts.
<b>P9</b>	Selects and organises information from a variety of sources for relevance and reliability.
<b>P10</b>	Communicates economic information, ideas and issues in appropriate forms.
<b>P11</b>	Applies mathematical concepts in economic contexts.
<b>P12</b>	Works independently and in groups to achieve appropriate goals in set timelines.

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Braking Systems Engineering Report</b>	Research Task	25 JUN 2025	P1.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P5.1, P6.2	30%
<b>Assessment Task 2 - Biomedical Engineering report</b>	Research Task	27 AUG 2025	P1.1, P1.2, P2.2, P3.2, P3.3, P4.1, P4.3, P5.1, P5.2, P6.1	30%
<b>Assessment Task 3 - Year 11 Final Examination</b>	Examination	22 SEP 2025	P1.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P5.2	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in research, problem solving and communication related to engineering practice	TOTAL VALUE
<b>Assessment Task 1 - Braking Systems Engineering Report</b>	15	15	30%
<b>Assessment Task 2 - Biomedical Engineering report</b>	15	15	30%
<b>Assessment Task 3 - Year 11 Final Examination</b>	30	10	40%
<b>Weighting</b>	<b>60%</b>	<b>40%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1.1</b>	Identifies the scope of engineering and recognises current innovations
<b>P1.2</b>	Explains the relationship between properties, structure, uses and applications of materials in engineering
<b>P2.2</b>	Describes the nature of engineering in specific fields and its importance to society
<b>P3.1</b>	Uses mathematical, scientific and graphical methods to solve problems of engineering practice
<b>P3.2</b>	Develops written, oral and presentation skills and applies these to engineering reports
<b>P3.3</b>	Applies graphics as a communication tool
<b>P4.1</b>	Describes developments in technology and their impact on engineering products
<b>P4.2</b>	Describes the influence of technological change on engineering and its effect on people
<b>P4.3</b>	Identifies the social, environmental and cultural implications of technological change in engineering
<b>P5.2</b>	Applies management and planning skills related to engineering
<b>P6.1</b>	Applies knowledge and skills in research and problem-solving related to engineering

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Composition and Reflection</b>	Written Work	9 APR 2025	EA11-1 , EA11-5, EA11-9	40%
<b>Assessment Task 2: Multimodal</b>	Oral Presentation	25 JUN 2025	EA11-1 , EA11-2 , EA11-3, EA11-5, EA11-6, EA11-7	30%
<b>Assessment Task 3: Yearly Examination</b>	Examination	15 SEP 2025	EA11-1 , EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	TOTAL VALUE
<b>Assessment Task 1: Composition and Reflection</b>	20	20	40%
<b>Assessment Task 2: Multimodal</b>	10	20	30%
<b>Assessment Task 3: Yearly Examination</b>	20	10	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>EA11-1</b>	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
<b>EA11-2</b>	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>EA11-3</b>	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
<b>EA11-4</b>	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
<b>EA11-5</b>	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
<b>EA11-6</b>	investigates and evaluates the relationships between texts
<b>EA11-7</b>	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
<b>EA11-8</b>	explains and evaluates cultural assumptions and values in texts and their effects on meaning
<b>EA11-9</b>	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

## Assessment Schedule

ASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Composition and Reflection</b>	Written Work	9 APR 2025	EN11-1 , EN11-3, EN11-5, EN11-8, EN11-9	40%
<b>Assessment Task 2: Multimodal</b>	Oral Presentation	2 JUL 2025	EN11-1 , EN11-2 , EN11-4, EN11-5, EN11-7	30%
<b>Assessment Task 3: Examination</b>	Examination	15 SEP 2025	EN11-1 , EN11-3, EN11-4, EN11-5, EN11-6, EN11-7	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	TOTAL VALUE
<b>Assessment Task 1: Composition and Reflection</b>	20	20	40%
<b>Assessment Task 2: Multimodal</b>	10	20	30%
<b>Assessment Task 3: Examination</b>	20	10	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>EN11-1</b>	Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
<b>EN11-2</b>	Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
<b>EN11-3</b>	Analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
<b>EN11-4</b>	Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
<b>EN11-5</b>	Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
<b>EN11-6</b>	Investigates and explains the relationships between texts
<b>EN11-7</b>	Understands and explains the diverse ways texts can represent personal and public worlds
<b>EN11-8</b>	Identifies and explains cultural assumptions in texts and their effects on meaning
<b>EN11-9</b>	Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Multimodal</b>	Oral Presentation	4 APR 2025	ES11-1, ES11-5, ES11-7, ES11-2, ES11-6, ES11-8, ES11-4	40%
<b>Assessment Task 2: Media release</b>	Written Work	13 JUN 2025	ES11-7, ES11-6, ES11-4	20%
<b>Assessment Task 3: Portfolio of Work</b>	Portfolio	22 AUG 2025	ES11-10, ES11-5, ES11-7, ES11-9, ES11-3, ES11-4	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in: comprehending texts communicating ideas using language accurately, appropriately and effectively	TOTAL VALUE
<b>Assessment Task 1: Multimodal</b>	20	20	40%
<b>Assessment Task 2: Media release</b>	10	10	20%
<b>Assessment Task 3: Portfolio of Work</b>	20	20	40%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>ES11-1</b>	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
<b>ES11-2</b>	Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
<b>ES11-3</b>	Gains skills in accessing, comprehending and using information to communicate in a variety of ways
<b>ES11-4</b>	Composes a range of texts with increasing accuracy and clarity in different forms
<b>ES11-5</b>	Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
<b>ES11-6</b>	Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
<b>ES11-7</b>	Represents own ideas in critical, interpretive and imaginative texts
<b>ES11-8</b>	Identifies and describes relationships between texts
<b>ES11-9</b>	Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
<b>ES11-10</b>	Monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning



# English Extension 1

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Imaginative Response and Reflection</b>	Written Work	9 APR 2025	EE11-2 , EE11-3, EE11-6	30%
<b>Assessment Task 2: Research Project Multimodal</b>	Oral Presentation	20 AUG 2025	EE11-1 , EE11-2 , EE11-3, EE11-4, EE11-5, EE11-6	40%
<b>Assessment Task 3: Yearly Examination</b>	Examination	16 SEP 2025	EE11-2 , EE11-3, EE11-5	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation	TOTAL VALUE
<b>Assessment Task 1: Imaginative Response and Reflection</b>	15	15	30%
<b>Assessment Task 2: Research Project Multimodal</b>	20	20	40%
<b>Assessment Task 3: Yearly Examination</b>	15	15	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>EE11-1</b>	demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
<b>EE11-2</b>	analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
<b>EE11-3</b>	thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
<b>EE11-4</b>	develops skills in research methodology to undertake effective independent investigation
<b>EE11-5</b>	articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
<b>EE11-6</b>	reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Digital Project</b>	Research Task	11 APR 2025	EC-11-01, EC-11-02, EC-11-08, EC-11-09	30%
<b>Task 2 - Design and Model a Smart-Farm Network.</b>	Practical Task	4 JUL 2025	EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	35%
<b>Task 3 - Year 11 Exam</b>	Examination	22 SEP 2025	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.1, P7.2	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in the practical application of the content	TOTAL VALUE
<b>Task 1 - Digital Project</b>	20	10	30%
<b>Task 2 - Design and Model a Smart-Farm Network.</b>	10	25	35%
<b>Task 3 - Year 11 Exam</b>	20	15	35%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>EC-11-01</b>	Describes how systems are used in a range of enterprises
<b>EC-11-02</b>	Describes the function of data and information within enterprise computing systems
<b>EC-11-03</b>	Describes how data is safely and securely collected, stored, and manipulated when developing enterprise computing systems
<b>EC-11-04</b>	Describes how data is used in enterprise computing systems
<b>EC-11-05</b>	Applies tools and resources to analyze datasets
<b>EC-11-06</b>	Explains how innovative technologies have influenced enterprise computing systems
<b>EC-11-07</b>	Explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society, and the environment
<b>EC-11-08</b>	Selects and uses tools and resources to design and develop an enterprise computing system
<b>EC-11-09</b>	Documents the management and evaluates the development of an enterprise solution
<b>EC-11-10</b>	Investigates the effectiveness of an enterprise computing system
<b>EC-11-11</b>	Communicates an enterprise computing solution to an intended audience

# Food Technology

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Research design project</b>	Research Task	2 APR 2025	P 1.1, P 1.2, P 3.1, P 3.2, P4.1, P4.2, P4.3, P4.4, P 5.1	30%
<b>Assessment Task 2: Nutrition Research practical</b>	Research Task	11 JUN 2025	P 1.1, P 1.2, P 2.1, P 3.2, P4.1, P4.2, P4.3, P4.4	35%
<b>Assessment Task 3: Examination</b>	Research Task	15 SEP 2025	P 3.1, P 3.2, P4.1, P4.2, P4.4	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of food technology	Skills in researching, analysing, and communicating food issues	Skills in experimenting with preparing food by applying theoretical concepts	Skills in designing, implementing and evaluating solutions of food situations	TOTAL VALUE
<b>Assessment Task 1: Research design project</b>	5	10	0	10	25%
<b>Assessment Task 2: Nutrition Research practical</b>	5	10	10	10	35%
<b>Assessment Task 3: Examination</b>	10	10	20	0	40%
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P 1.1</b>	Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods.
<b>P 1.2</b>	Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors.
<b>P 2.1</b>	Explains the role of food nutrients in human nutrition.
<b>P 2.2</b>	Identifies and explains the sensory characteristics and functional properties of food.
<b>P 3.1</b>	Assesses the nutrient value of meals/diets for particular individuals and groups.
<b>P 3.2</b>	Presents ideas in written, graphic and oral form using computer software where appropriate.
<b>P4.1</b>	Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food.
<b>P4.2</b>	Plans, prepares and presents foods which reflect a range of the influences on food selection.
<b>P4.3</b>	Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups.
<b>P4.4</b>	Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products.
<b>P 5.1</b>	Generates ideas and develops solutions to a range of food situations.

# French Beginners

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Listening</b>	Supervised paper	23 MAY 2025	2.1, 2.2, 2.4	15%
<b>Assessment Task 1 - Speaking</b>	Conversation	23 MAY 2025	1.1, 1.2, 1.3, 1.4	15%
<b>Assessment Task 2 - Reading</b>	Supervised paper	20 JUN 2025	2.1, 2.2, 2.4	15%
<b>Assessment Task 2 - Writing</b>	Supervised paper	20 JUN 2025	3.1, 3.2, 3.3	15%
<b>Assessment Task 3 - Year 11 Yearly Examination</b>	Examination	19 SEP 2025	1.1, 2.1, 3.1, 1.2, 2.2, 3.2, 1.3, 3.3, 1.4, 2.4, 2.5	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Speaking	Listening	Reading	Writing	TOTAL VALUE
<b>Task 1: Listening</b>	0	15	0	0	15%
<b>Task 1: Speaking</b>	15	0	0	0	15%
<b>Task 2: Reading</b>	0	0	15	0	15%
<b>Task 2: Writing</b>	0	0	0	15	15%
<b>Task 3: Year 11 Yearly Exam</b>	5	15	15	5	40%
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in French
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in French
<b>1.3</b>	Sequences ideas and information
<b>1.4</b>	Applies knowledge of the culture of French-speaking communities to interact appropriately
<b>2.1</b>	Understands and interprets information in texts using a range of strategies
<b>2.2</b>	Conveys the gist of and identifies specific information in texts
<b>2.3</b>	Summarises the main points of a text
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text
<b>2.5</b>	Identifies the purpose, context and audience of a text
<b>2.6</b>	Identifies and explains aspects of the culture of French-speaking communities in texts
<b>3.1</b>	Produces texts appropriate to audience, purpose and context

# French Continuers

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Assessment Task 1 - Listening	Supervised paper	23 MAY 2025	3.1, 3.4	15%
Assessment Task 1 - Speaking	Conversation	23 MAY 2025	1.1, 1.2, 1.3, 1.4	15%
Assessment Task 2 - Reading	Supervised paper	20 JUN 2025	3.1, 3.3, 3.5	15%
Assessment Task 2 - Writing	Supervised paper	20 JUN 2025	2.1, 2.2, 2.3	15%
Assessment Task 3 - Year 11 Yearly Examination	Examination	19 SEP 2025	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Speaking	Listening	Reading	Writing	TOTAL VALUE
Task 1: Listening	0	15	0	0	15%
Task 1: Speaking	15	0	0	0	15%
Task 2: Reading	0	0	15	0	15%
Task 2: Writing	0	0	0	15	15%
Task 3: Year 11 Yearly Exam	5	15	15	5	40%
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Uses a range of strategies to maintain communication
1.2	Conveys information appropriate to context, purpose and audience
1.3	Exchanges and justifies opinions and ideas
1.4	Reflects on aspects of past, present and future experience
2.1	Applies knowledge of language structures to create original text (written or spoken text created by students incorporating their own ideas)
2.2	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
2.3	Structures and sequences ideas and information
3.1	Conveys the gist of texts and identifies specific information
3.2	Summarises the main ideas
3.3	Identifies the tone, purpose, context and audience
3.4	Draws conclusions from or justifies an opinion
3.5	Interprets, analyses and evaluates information
3.6	Infers points of view, attitudes or emotions from language and context
4.1	Recognises and employs language appropriate to different social contexts
4.2	Identifies values, attitudes and beliefs of cultural significance
4.3	Reflects upon significant aspects of language and culture

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Australian Alps Guided Research</b>	Written Work	9 APR 2025	GE-11-01, GE-11-02, GE-11-04, GE-11-05, GE-11-07, GE-11-08, GE-11-09	30%
<b>Assessment Task 2 : Geographical Investigation</b>	Research Task	28 JUL 2025	GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	35%
<b>Assessment Task 3 : Year 11 Examination</b>	Examination	19 SEP 2025	GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-06, GE-11-08, GE-11-09	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Geography tools and skills	Geography inquiry and research, including fieldwork	Communication of geographical information, ideas and issues in appropriate forms	TOTAL VALUE
<b>Assessment Task 1: Australian Alps Guided Research</b>	10	5	10	5	30%
<b>Assessment Task 2: Geographical Investigation</b>	10	10	10	5	35%
<b>Assessment Task 3: Year 11 Examination</b>	20	10	0	5	35%
<b>Weighting</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>GE-11-01</b>	Examines places, environments, and natural and human phenomena, for their characteristics, spatial patterns, interactions, and changes over time
<b>GE-11-02</b>	Explains geographical processes and influences, at a range of scales, that form and transform places and environments
<b>GE-11-03</b>	Explains geographical opportunities and challenges, and varying perspectives and responses
<b>GE-11-04</b>	Assesses responses and management strategies, at a range of scales, for sustainability
<b>GE-11-05</b>	Analyses and synthesises relevant geographical information from a variety of sources
<b>GE-11-06</b>	Identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
<b>GE-11-07</b>	Applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
<b>GE-11-08</b>	Applies mathematical ideas and techniques to analyze geographical data
<b>GE-11-09</b>	Communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms
<b>GE-11-01</b>	Examines places, environments, and natural and human phenomena, for their characteristics, spatial patterns, interactions, and changes over time
<b>GE-11-02</b>	Explains geographical processes and influences, at a range of scales, that form and transform places and environments

# German Beginners

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Listening</b>	Supervised paper	23 MAY 2025	2.1, 2.2, 2.4	15%
<b>Assessment Task 1 - Speaking</b>	Conversation	23 MAY 2025	1.1, 1.2, 1.3, 1.4	15%
<b>Assessment Task 2 - Reading</b>	Supervised paper	20 JUN 2025	2.1, 2.2, 2.4	15%
<b>Assessment Task 2 - Writing</b>	Supervised paper	20 JUN 2025	3.1, 3.2, 3.3	15%
<b>Assessment Task 3 - Year 11 Yearly Examination</b>	Examination	19 SEP 2025	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Speaking	Listening	Reading	Writing	TOTAL VALUE
<b>Task 1: Listening</b>	0	15	0	0	15%
<b>Task 1: Speaking</b>	15	0	0	0	15%
<b>Task 2: Reading</b>	0	0	15	0	15%
<b>Task 2: Writing</b>	0	0	0	15	15%
<b>Task 3: Year 11 Yearly Exam</b>	5	15	15	5	40%
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in German.
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in German.
<b>1.3</b>	Sequences ideas and information.
<b>1.4</b>	Applies knowledge of the culture of German speaking communities to interact appropriately.
<b>2.1</b>	Understands and interprets information in texts using a range of strategies.
<b>2.2</b>	Conveys the gist of and identifies specific information in texts.
<b>2.3</b>	Summarises the main points of a text.
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text.
<b>2.5</b>	Identifies the purpose, context and audience of a text.
<b>2.6</b>	Identifies and explains aspects of the culture of German speaking communities in texts.
<b>3.1</b>	Produces texts appropriate to audience, purpose and context.
<b>3.2</b>	Structures and sequences ideas and information.
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in German.
<b>3.4</b>	Applies knowledge of the culture of German speaking communities to the production of texts.

# German Continuers

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1: Listening</b>	Supervised paper	23 MAY 2025	3.1, 3.4	15%
<b>Task 1: Speaking</b>	Conversation	23 MAY 2025	1.1, 1.2, 1.3, 1.4	15%
<b>Task 2: Reading</b>	Supervised paper	20 JUN 2025	3.1, 3.3, 3.5	15%
<b>Task 2: Writing</b>	Supervised paper	20 JUN 2025	2.1, 2.2, 2.3	15%
<b>Task 3: Year 11 Yearly Exam</b>	Examination	19 SEP 2025	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.3, 3.4, 3.5, 3.6	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	Research and inquiry methods, including aspects of the Major Project	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
<b>Task 1: Listening</b>	0	15	0	0	15%
<b>Task 1: Speaking</b>	15	0	0	0	15%
<b>Task 2: Reading</b>	0	0	15	0	15%
<b>Task 2: Writing</b>	0	0	0	15	15%
<b>Task 3: Year 11 Yearly Exam</b>	5	15	15	5	40%
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Uses a range of strategies to maintain communication
<b>1.2</b>	Conveys information appropriate to context, purpose and audience
<b>1.3</b>	Exchanges and justifies opinions and ideas
<b>1.4</b>	Reflects on aspects of past, present and future experience
<b>2.1</b>	Applies knowledge of language structures to create original text (written or spoken text created by students incorporating their own ideas)
<b>2.2</b>	Composes informative, descriptive, reflective, persuasive or evaluative text appropriate to context, purpose and/or audience
<b>2.3</b>	Structures and sequences ideas and information
<b>3.1</b>	Conveys the gist of texts and identifies specific information
<b>3.3</b>	Identifies the tone, purpose, context and audience
<b>3.4</b>	Draws conclusions from or justifies an opinion
<b>3.5</b>	Interprets, analyses and evaluates information
<b>3.6</b>	Infers points of view, attitudes or emotions from language and context



## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Depth study</b>	Depth Study	10 APR 2025	HM-11-01, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	30%
<b>Task 2 - Collaborative investigation</b>	Written Work	2 JUL 2025	HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-10	30%
<b>Task 3 - end of year examination</b>	Examination	26 SEP 2025	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating	TOTAL VALUE
<b>Task 1 - Depth study</b>	10	20	30%
<b>Task 2 - Collaborative investigation</b>	10	20	30%
<b>Task 3 - end of year examination</b>	20	20	40%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>HM-11-01</b>	Interprets meanings, measures and patterns of health experienced by Australians
<b>HM-11-02</b>	Analyses methods and resources to improve and advocate for the health of young Australians
<b>HM-11-03</b>	Analyses the systems of the body in relation to movement
<b>HM-11-04</b>	Investigates movement skills and psychology to improve participation and performance
<b>HM-11-05</b>	Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
<b>HM-11-06</b>	Analysis: analyses the relationships and implications of health and movement concepts
<b>HM-11-07</b>	Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
<b>HM-11-08</b>	Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
<b>HM-11-09</b>	Problem-solving: proposes and evaluates solutions to health and movement issues
<b>HM-11-10</b>	Research: analyses a range of sources to make conclusions about health and movement concepts

# Industrial Technology – Graphics Technology

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Industry Study</b>	Depth Study	3 APR 2025	P1.1, P1.2, P5.1, P7.1, P7.2	20%
<b>Assessment Task 2 - Minor Project</b>	Design Project	4 SEP 2025	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	40%
<b>Assessment Task 3 - Year 11 Final Examination</b>	Examination	22 SEP 2025	P1.2, P2.1, P3.1, P3.2, P3.3, P4.3, P5.1, P7.1, P7.2	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of the course content	Knowledge and skills in the management, communication and production of projects	TOTAL VALUE
<b>Assessment Task 1 - Industry Study</b>	10	10	20%
<b>Assessment Task 2 - Minor Project</b>	10	30	40%
<b>Assessment Task 3 - Year 11 Final Examination</b>	20	20	40%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1.1</b>	Describes the organisation and management of an individual business within the focus area industry
<b>P1.2</b>	Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
<b>P2.1</b>	Describes and uses safe working practices and correct workshop equipment maintenance techniques
<b>P2.2</b>	Works effectively in team situations
<b>P3.1</b>	Sketches, produces and interprets drawings in the production of projects
<b>P3.2</b>	Applies research and problem-solving skills
<b>P3.3</b>	Demonstrates appropriate design principles in the production of projects
<b>P4.1</b>	Demonstrates a range of practical skills in the production of projects
<b>P4.2</b>	Demonstrates competency in using relevant equipment, machinery and processes
<b>P4.3</b>	Identifies and explains the properties and characteristics of materials/components through the production of projects
<b>P5.1</b>	Uses communication and information processing skills
<b>P5.2</b>	Uses appropriate documentation techniques related to the management of projects
<b>P6.1</b>	Identifies the characteristics of quality manufactured products
<b>P6.2</b>	Identifies and explains the principles of quality and quality control
<b>P7.1</b>	Identifies the impact of one related industry on the social and physical environment
<b>P7.2</b>	Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

# Industrial Technology – Multimedia Technologies

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Industry Study</b>	Research Task	11 APR 2025	P1.1, P1.2, P5.1, P7.1, P7.2	20%
<b>Assessment Task 2 - Marketing Video</b>	Portfolio	5 SEP 2025	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	40%
<b>Assessment Task 3 - Year 11 Final Examination</b>	Examination	22 SEP 2025	P1.1, P1.2, P2.1, P4.3, P7.1, P7.2	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of the course content	Knowledge and skills in the management, communication and production of projects	TOTAL VALUE
<b>Assessment Task 1 - Industry Study</b>	10	10	20%
<b>Assessment Task 2 - Marketing Video</b>	10	30	40%
<b>Assessment Task 3 - Year 11 Final Examination</b>	20	20	40%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1.1</b>	Describes the organisation and management of an individual business within the focus area industry
<b>P1.2</b>	Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
<b>P2.1</b>	Describes and uses safe working practices and correct workshop equipment maintenance techniques
<b>P3.1</b>	Sketches, produces and interprets drawings in the production of projects
<b>P3.2</b>	Applies research and problem-solving skills
<b>P4.1</b>	Demonstrates a range of practical skills in the production of projects
<b>P4.2</b>	Demonstrates competency in using relevant equipment, machinery and processes
<b>P4.3</b>	Identifies and explains the properties and characteristics of materials/components through the production of projects
<b>P5.1</b>	Uses communication and information processing skills
<b>P5.2</b>	Uses appropriate documentation techniques related to the management of projects
<b>P6.1</b>	Identifies the characteristics of quality manufactured products
<b>P7.1</b>	Identifies the impact of one related industry on the social and physical environment
<b>P7.2</b>	Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

# Industrial Technology – Timber Technologies

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Industry Study</b>	Depth Study	30 MAY 2025	P1.1, P1.2, P5.1, P7.1, P7.2	20%
<b>Assessment Task 2 - Jewellery Box</b>	Design Project	28 AUG 2025	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	40%
<b>Assessment Task 3 - Year 11 Final Examination</b>	Examination	8 SEP 2025	P1.1, P2.1, P3.1, P3.2, P3.3, P4.3, P5.1, P7.1, P7.2	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of the course content	Knowledge and skills in the management, communication and production of projects	TOTAL VALUE
<b>Assessment Task 1 - Industry Study</b>	10	10	20%
<b>Assessment Task 2 - Jewellery Box</b>	10	30	40%
<b>Assessment Task 3 - Year 11 Final Examination</b>	20	20	40%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1.1</b>	Describes the organisation and management of an individual business within the focus area industry
<b>P1.2</b>	Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
<b>P2.1</b>	Describes and uses safe working practices and correct workshop equipment maintenance techniques
<b>P2.2</b>	Works effectively in team situations
<b>P3.1</b>	Sketches, produces and interprets drawings in the production of projects
<b>P3.2</b>	Applies research and problem-solving skills
<b>P3.3</b>	Demonstrates appropriate design principles in the production of projects
<b>P4.1</b>	Demonstrates a range of practical skills in the production of projects
<b>P4.2</b>	Demonstrates competency in using relevant equipment, machinery and processes
<b>P4.3</b>	Identifies and explains the properties and characteristics of materials/components through the production of projects
<b>P5.1</b>	Uses communication and information processing skills
<b>P5.2</b>	Uses appropriate documentation techniques related to the management of projects
<b>P6.1</b>	Identifies the characteristics of quality manufactured products
<b>P6.2</b>	Identifies and explains the principles of quality and quality control
<b>P7.1</b>	Identifies the impact of one related industry on the social and physical environment
<b>P7.2</b>	Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

# Investigating Science

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1: Water Quality Practical Investigation</b>	Practical Task	2 APR 2025	INS11/12-1, INS11/12-6, INS12-13	30%
<b>Task 2 - Depth study: Secondary Research and Model</b>	Research Task	25 JUN 2025	INS11/12-2, INS11/12-3, INS11/12-5, INS11/12-7, INS11-9, INS11-10, INS12-12, INS12-15	40%
<b>Task 3 - Examination</b>	Examination	22 SEP 2025	INS11/12-1, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11, INS12-12, INS12-13, INS12-14, INS12-15	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Skills in working scientifically	Knowledge and understanding of course content	TOTAL VALUE
<b>11ISAT1: Water Quality Practical Investigation</b>	20	10	30%
<b>Task 2 - Depth study: Secondary Research and Model</b>	20	20	40%
<b>Task 3 - Examination</b>	20	10	30%
<b>Weighting</b>	<b>60%</b>	<b>40%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>INS11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>INS11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>INS11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>INS11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>INS11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>INS11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>INS11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>INS11-8</b>	Identifies that the collection of primary and secondary data initiates scientific investigations
<b>INS11-9</b>	Examines the use of inferences and generalisations in scientific investigations
<b>INS11-10</b>	Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
<b>INS11-11</b>	Describes and assesses how scientific explanations, laws and theories have developed

# Italian Beginners

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1: Listening</b>	Supervised paper	23 MAY 2025	2.1, 2.2, 2.4	15%
<b>Task 1: Speaking</b>	Conversation	23 MAY 2025	1.1, 1.2, 1.3, 1.4	15%
<b>Task 2: Reading</b>	Supervised paper	20 JUN 2025	2.1, 2.2, 2.4	15%
<b>Task 2: Writing</b>	Supervised paper	20 JUN 2025	3.1, 3.2, 3.3	15%
<b>Task 3: Year 11 Yearly Exam</b>	Examination	19 SEP 2025	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Speaking	Listening	Writing	Reading	TOTAL VALUE
<b>Task 1: Listening</b>	0	15	0	0	15%
<b>Task 1: Speaking</b>	15	0	0	0	15%
<b>Task 2: Reading</b>	0	0	0	15	15%
<b>Task 2: Writing</b>	0	0	15	0	15%
<b>Task 3: Year 11 Yearly Exam</b>	5	15	15	5	40%
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>20%</b>	<b>30%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in Italian.
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in Italian.
<b>1.3</b>	Sequences ideas and information.
<b>1.4</b>	Applies knowledge of the culture of Italian speaking communities to interact appropriately.
<b>2.1</b>	Understands and interprets information in texts using a range of strategies.
<b>2.2</b>	Conveys the gist of and identifies specific information in texts.
<b>2.3</b>	Summarises the main points of a text.
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text.
<b>2.5</b>	Identifies the purpose, context and audience of a text.
<b>2.6</b>	Identifies and explains aspects of the culture of Italian speaking communities in texts.
<b>3.1</b>	Produces texts appropriate to audience, purpose and context.
<b>3.2</b>	Structures and sequences ideas and information.
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian.
<b>3.4</b>	Applies knowledge of the culture of Italian speaking communities to the production of texts.

# Japanese Beginners

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1: Listening</b>	Supervised paper	23 MAY 2025	2.1, 2.2, 2.4	15%
<b>Task 1: Speaking</b>	Conversation	23 MAY 2025	1.1, 1.2, 1.3, 1.4	15%
<b>Task 2: Reading</b>	Supervised paper	20 JUN 2025	2.1, 2.2, 2.4	15%
<b>Task 2: Writing</b>	Supervised paper	20 JUN 2025	3.1, 3.2, 3.3	15%
<b>Task 3: Year 11 Yearly Exam</b>	Examination	19 SEP 2025	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.1, 3.2, 3.3	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Speaking	Listening	Reading	Writing	TOTAL VALUE
<b>Task 1: Listening</b>	0	15	0	0	15%
<b>Task 1: Speaking</b>	15	0	0	0	15%
<b>Task 2: Reading</b>	0	0	15	0	15%
<b>Task 2: Writing</b>	0	0	0	15	15%
<b>Task 3: Year 11 Yearly Exam</b>	5	15	15	5	40%
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in Japanese.
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in Japanese.
<b>1.3</b>	Sequences ideas and information.
<b>1.4</b>	Applies knowledge of the culture of Japanese speaking communities to interact appropriately.
<b>2.1</b>	Understands and interprets information in texts using a range of strategies.
<b>2.2</b>	Conveys the gist of and identifies specific information in texts.
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text.
<b>2.5</b>	Identifies the purpose, context and audience of a text.
<b>3.1</b>	Produces texts appropriate to audience, purpose and context.
<b>3.2</b>	Structures and sequences ideas and information.
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese.

# Japanese Continuers

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1: Listening</b>	Supervised paper	23 MAY 2025	3.1, 3.4	15%
<b>Task 1: Speaking</b>	Conversation	23 MAY 2025	1.1, 1.2, 1.3, 1.4	15%
<b>Task 2: Reading</b>	Supervised paper	20 JUN 2025	3.1, 3.3, 3.5	15%
<b>Task 2: Writing</b>	Supervised paper	20 JUN 2025	2.1, 2.2, 2.3	15%
<b>Task 3: Year 11 Yearly Exam</b>	Examination	19 SEP 2025	1.1, 2.1, 3.1, 1.2, 2.2, 1.3, 2.3, 3.3, 1.4, 3.4, 3.5, 3.6	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Speaking	Listening	Reading	Writing	TOTAL VALUE
<b>Task 1: Listening</b>	0	15	0	0	15%
<b>Task 1: Speaking</b>	15	0	0	0	15%
<b>Task 2: Reading</b>	0	0	15	0	15%
<b>Task 2: Writing</b>	0	0	0	15	15%
<b>Task 3: Year 11 Yearly Exam</b>	5	15	15	5	40%
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Uses a range of strategies to maintain communications
<b>1.2</b>	Conveys information appropriate to context, purpose and audience
<b>1.3</b>	Exchanges and justifies opinions and ideas
<b>1.4</b>	Reflects on aspects of past, present and future experience
<b>2.1</b>	Applies knowledge of language structures to create original text
<b>2.2</b>	Composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
<b>2.3</b>	Structures and sequences ideas and information
<b>3.1</b>	Conveys the gist of texts and identifies specific information
<b>3.3</b>	Identifies the tone, purpose, context and audience
<b>3.4</b>	Draws conclusions from or justifies an opinion
<b>3.5</b>	Interprets, analyses and evaluates information
<b>3.6</b>	Infers points of view, attitude or emotions from language and context



## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: The Legal System: Research and Response Task.</b>	Research Task	4 APR 2025	P1, P2, P3, P4, P6, P9	30%
<b>Assessment Task 2: Resolving disputes: Research and extended response</b>	Research Task	27 JUN 2025	P1, P4, P5, P7, P8, P9	30%
<b>Assessment Task 3: Yr 11 End of Course Examination</b>	Examination	19 SEP 2025	P1, P2, P3, P4, P5, P6, P7, P9, P10	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, issues and ideas in appropriate forms	TOTAL VALUE
<b>Assessment Task 1: The Legal System: Research and Response Task.</b>	5	10	10	5	30%
<b>Assessment Task 2: Resolving disputes: Research and extended response</b>	5	10	10	5	30%
<b>Assessment Task 3: Yr 11 End of Course Examination</b>	30	0	0	10	40%
<b>Weighting</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1</b>	Identifies and applies legal concepts and terminology
<b>P2</b>	Describes the key features of Australian and international law
<b>P3</b>	Describes the operation of domestic and international legal systems
<b>P4</b>	Discusses the effectiveness of the legal system in addressing issues
<b>P5</b>	Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
<b>P6</b>	Interrelationship between the legal system and society
<b>P7</b>	Evaluates the effectiveness of the law in achieving justice
<b>P8</b>	Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
<b>P9</b>	Communicates legal information using well-structured responses
<b>P10</b>	Accounts for differing perspectives and interpretations of legal information and issues

# Mathematics Standard

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Learning activities 1-7</b>	Topic Test - Open Book	28 MAR 2025	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	30%
<b>Assessment Task 2 - Edamame Crop</b>	Research Task	27 JUN 2025	MS11-2, MS11-6, MS11-7, MS11-8, MS11-9	30%
<b>Assessment Task 3 - Year 11 Exam</b>	Examination	19 SEP 2025	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Understanding, Fluency and Communicating	Problem Solving, Reasoning and Justification	TOTAL VALUE
<b>Assessment Task 1</b>	15	15	30%
<b>Assessment Task 2</b>	15	15	30%
<b>Assessment Task 3 - Year 11 Exam</b>	20	20	40%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>MS11-1</b>	Uses algebraic and graphical techniques to compare alternative solutions to contextual problems
<b>MS11-2</b>	Represents information in symbolic, graphical and tabular form
<b>MS11-3</b>	Solves problems involving quantity measurement, including accuracy and the choice of relevant units
<b>MS11-4</b>	Performs calculations in relation to two-dimensional and three-dimensional figures
<b>MS11-5</b>	Models relevant financial situations using appropriate tools
<b>MS11-6</b>	Makes predictions about everyday situations based on simple mathematical models
<b>MS11-7</b>	Develops and carries out simple statistical processes to answer questions posed
<b>MS11-8</b>	Solves probability problems involving multistage events
<b>MS11-9</b>	Uses appropriate technology to investigate, organise and interpret information in a range of contexts
<b>MS11-10</b>	Justifies a response to a given problem using appropriate mathematical terminology and/or calculations

# Mathematics Advanced

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1</b>	Written Work	21 MAR 2025	MA11-1, MA11-2, MA11-8, MA11-9	30%
<b>Assessment Task 2</b>	Research Task	20 JUN 2025	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	30%
<b>Assessment Task 3 - Year 11 Exam</b>	Examination	19 SEP 2025	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Understanding, Fluency and Communicating	Problem Solving, Reasoning and Justification	TOTAL VALUE
<b>Assessment Task 1</b>	15	15	30%
<b>Assessment Task 2</b>	15	15	30%
<b>Assessment Task 3 - Year 11 Exam</b>	20	20	40%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>MA11-1</b>	Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
<b>MA11-2</b>	Uses the concepts of functions and relations to model, analyse and solve practical problems
<b>MA11-3</b>	Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
<b>MA11-4</b>	Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
<b>MA11-5</b>	Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
<b>MA11-6</b>	Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
<b>MA11-7</b>	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
<b>MA11-8</b>	Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
<b>MA11-9</b>	Provides reasoning to support conclusions which are appropriate to the context
<b>MA11-1</b>	Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
<b>MA11-2</b>	Uses the concepts of functions and relations to model, analyse and solve practical problems

# Mathematics Extension 1

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1</b>	Written Work	4 APR 2025	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7	30%
<b>Assessment Task 2</b>	Research Task	4 JUL 2025	ME11-1, ME11-2, ME11-6, ME11-7	30%
<b>Assessment Task 3 Yearly Exam</b>	Examination	12 SEP 2025	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Understanding, Fluency and Communicating	Problem Solving, Reasoning and Justification	TOTAL VALUE
<b>Assessment Task 1</b>	15	15	30%
<b>Assessment Task 2</b>	15	15	30%
<b>Assessment Task 3 Yearly Exam</b>	20	20	40%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>ME11-1</b>	Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
<b>ME11-2</b>	Manipulates algebraic expressions and graphical functions to solve problems
<b>ME11-3</b>	Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
<b>ME11-4</b>	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
<b>ME11-5</b>	Uses concepts of permutations and combinations to solve problems involving counting or ordering
<b>ME11-6</b>	Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
<b>ME11-7</b>	Communicates making comprehensive use of mathematical language, notation, diagrams and graphs

# Modern History

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Historical Investigation</b>	Research Task	9 APR 2025	MH11-2, MH11-3, MH11-6, MH11-8, MH11-9	30%
<b>Assessment Task 2 - Source Analysis Task</b>	Written Work	2 JUL 2025	MH11-4, MH11-6, MH11-7, MH11-8, MH11-10	30%
<b>Assessment Task 3: Yearly Examination</b>	Examination	17 SEP 2025	MH11-1, MH11-3, MH11-4, MH11-5, MH11-9	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

ASK NAME	Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms	TOTAL VALUE
<b>Assessment Task 1: Historical Investigation</b>	10	10	10	0	30%
<b>Assessment Task 2 - Source Analysis Task</b>	5	5	10	10	30%
<b>Assessment Task 3: Yearly Examination</b>	25	5	0	10	40%
<b>Weighting</b>	<b>40%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>MH11-1</b>	describes the nature of continuity and change in the modern world
<b>MH11-2</b>	proposes ideas about the varying causes and effects of events and developments
<b>MH11-3</b>	analyses the role of historical features, individuals, groups and ideas in shaping the past
<b>MH11-4</b>	accounts for the different perspectives of individuals and groups
<b>MH11-5</b>	examines the significance of historical features, people, ideas, movements, events and developments of the modern world
<b>MH11-6</b>	analyses and interprets different types of sources for evidence to support an historical account or argument
<b>MH11-7</b>	discusses and evaluates differing interpretations and representations of the past
<b>MH11-8</b>	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
<b>MH11-9</b>	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
<b>MH11-10</b>	discusses contemporary methods and issues involved in the investigation of modern history

# Music 1

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Viva Voce and Aural Analysis Topic 1</b>	Oral Presentation	11 APR 2025	P2, P3, P4, P5, P6, P8	35%
<b>Assessment Task 2 - Composition Portfolio Topic 2</b>	Portfolio	27 JUN 2025	P3, P7, P8	25%
<b>Assessment Task 3 - Aural Performance Topic 3</b>	Practical Task	26 SEP 2025	P1, P2, P5, P6, P9, P10, P11	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Performance	Composition	Musicology	Aural	TOTAL VALUE
<b>Task 1 - Viva Voce and Aural Analysis Topic 1</b>	0	0	25	10	35%
<b>Task 2 - Composition Portfolio Topic 2</b>	0	25	0	0	25%
<b>Task 3 - Aural Performance Topic 3</b>	25	0	0	15	40%
<b>Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1</b>	Performs music that is characteristic of the topics studied.
<b>P2</b>	Observes, reads, interprets and discusses simple musical scores characteristic of topics studied.
<b>P3</b>	Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied.
<b>P4</b>	Recognises and identifies the concepts of music and discusses their use in a variety of musical styles.
<b>P5</b>	Comments on and constructively discusses performances and compositions.
<b>P6</b>	Observes and discusses concepts of music in works representative of the topics studied.
<b>P7</b>	Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied.
<b>P8</b>	Identifies, recognises, experiments with and discusses the use of technology in music.
<b>P9</b>	Performs as a means of self-expression and communication.
<b>P10</b>	Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
<b>P11</b>	Demonstrates a willingness to accept and use constructive criticism.

## Music 2

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Performance &amp; Performance background</b>	Practical Task	23 MAY 2025	P1, P2, P5, P6, P7, P8, P9, P10, P12	35%
<b>Task 2 - Composition Portfolio</b>	Portfolio	28 AUG 2025	P2, P3, P4, P5, P6	35%
<b>Task 3 - Musicology &amp; Aural Skills</b>	Examination	26 SEP 2025	P5, P6, P7, P11	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Performance	Composition	Musicology	Aural	TOTAL VALUE
<b>Task 1 - Performance &amp; Performance background</b>	25	0	10	0	35%
<b>Task 2 - Composition Portfolio</b>	0	25	0	10	35%
<b>Task 3 - Musicology &amp; Aural Skills</b>	0	0	15	15	30%
<b>Weighting</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1</b>	Confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble.
<b>P2</b>	Demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics.
<b>P3</b>	Composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles.
<b>P4</b>	Creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts.
<b>P5</b>	Analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations.
<b>P6</b>	Discusses and evaluates music making constructive suggestions about performances and compositions.
<b>P7</b>	Observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics.
<b>P8</b>	understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied
<b>P9</b>	Identifies, recognises, experiments with, and discusses the use of technology in music.
<b>P10</b>	Performs as a means of self expression and communication.
<b>P11</b>	Demonstrates a willingness to participate in performance, composition, musicology and aural activities.
<b>P12</b>	Demonstrates a willingness to accept and use constructive criticism.

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1</b>	Design Project	11 APR 2025	N6-1.1, N6-2.1, N6-3.1, N6-1.2, N6-2.2, N6-3.2	30%
<b>Assessment Task 2</b>	Design Project	8 AUG 2025	N6-1.1, N6-2.1, N6-3.1, N6-1.2, N6-2.2, N6-3.2	30%
<b>Assessment Task 3</b>	Examination	26 SEP 2025	N6-1.1, N6-2.1, N6-3.1, N6-1.2, N6-2.2, N6-3.2, N6-1.3, N6-2.3, N6-2.4, N6-2.5, N6-2.6	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

ASK NAME	Understanding, Fluency and Communicating	Problem Solving, Reasoning and Justification	TOTAL VALUE
<b>Assessment Task 1</b>	15	15	30%
<b>Assessment Task 2</b>	15	15	30%
<b>Assessment Task 3</b>	20	20	40%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>H1.1</b>	Evaluates the impact of different viewpoints of colonialism on Aboriginal and other Indigenous peoples
<b>H1.2</b>	Analyses and discusses the social justice and human rights issues that are contemporary consequences of colonialism on Aboriginal and other Indigenous peoples
<b>H1.3</b>	Assesses the representation of Aboriginal peoples and cultures for bias and stereotyping
<b>H2.1</b>	Examines contemporary expressions of Aboriginal and other Indigenous peoples' culture, heritage and identity
<b>H2.2</b>	Analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples' cultural, political, social and economic life
<b>H3.1</b>	Assesses the effectiveness of government policies, legislation and legal decisions in addressing discrimination
<b>H3.2</b>	Evaluates the impact of key government policies, legislation and legal decisions on the socioeconomic status of Aboriginal peoples and communities
<b>H3.3</b>	Evaluates initiatives that promote the social, economic and political independence of Aboriginal and other Indigenous peoples
<b>H4.1</b>	Plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples' perspectives
<b>H4.2</b>	Undertakes community consultation and fieldwork and applies ethical research practices
<b>H4.3</b>	Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples



## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Inclined plane analysis</b>	Practical Task	27 MAR 2025	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9	30%
<b>Task 2 - Snell's Law - Practical/Depth study</b>	Depth Study	27 JUN 2025	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-10, PH11-11	40%
<b>Task 3 - Year 11 Exam</b>	Examination	26 SEP 2025	PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11, PH12-12, PH12-13, PH12-14, PH12-15	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in Working Scientifically	TOTAL VALUE
<b>Task 1 - Inclined plane analysis</b>	15	15	30%
<b>Task 2 - Snell's Law - Practical/Depth study</b>	10	30	40%
<b>Task 3 - Year 11 Exam</b>	15	15	30%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>PH11/12-1</b>	Develops and evaluates questions and hypotheses for scientific investigation
<b>PH11/12-2</b>	Designs and evaluates investigations in order to obtain primary and secondary data and information
<b>PH11/12-3</b>	Conducts investigations to collect valid and reliable primary and secondary data and information
<b>PH11/12-4</b>	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
<b>PH11/12-5</b>	Analyses and evaluates primary and secondary data and information
<b>PH11/12-6</b>	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
<b>PH11/12-7</b>	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>PH11-8</b>	Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
<b>PH11-9</b>	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
<b>PH11-10</b>	Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
<b>PH11-11</b>	Explains and quantitatively analyses electric fields, circuitry and magnetism

# Society and Culture

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Social and Cultural World Presentation</b>	Oral Presentation	4 APR 2025	P1, P3, P7, P9, P10	35%
<b>Assessment Task 2: Personal and Social Identity Research</b>	Research Task	27 JUN 2025	P1, P2, P3, P5, P6, P7, P8, P9, P10	35%
<b>Assessment Task 3: Year 11 End of Course Examination</b>	Examination	22 SEP 2025	P1, P2, P3, P4, P6, P9, P10	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms	TOTAL VALUE
<b>Assessment Task 1: Social and Cultural World Presentation</b>	15	15	5	35%
<b>Assessment Task 2: Personal and Social Identity Research</b>	15	10	10	35%
<b>Assessment Task 3: Year 11 End of Course Examination</b>	20	5	5	30%
<b>Weighting</b>	<b>50%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1</b>	Identifies and applies social and cultural concepts
<b>P2</b>	Describes personal, social and cultural identity
<b>P3</b>	Identifies and describes relationships and interactions within and between social and cultural groups
<b>P4</b>	Identifies the features of social and cultural literacy and how it develops
<b>P5</b>	Explains continuity and change and their implications for societies and cultures
<b>P6</b>	Differentiates between social and cultural research methods
<b>P7</b>	Selects, organises and considers information from a variety of sources for usefulness, validity and bias
<b>P8</b>	Plans and conducts ethical social and cultural research
<b>P9</b>	Uses appropriate course language and concepts suitable for different audiences and contexts
<b>P10</b>	Communicates information, ideas and issues using appropriate written, oral and graphic forms

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Programming Fundamentals</b>	Practical Task	11 APR 2025	SE-11-01, SE-11-02, SE-11-06, SE-11-07	33%
<b>Task 2 - Mechatronics project</b>	Practical Task	4 JUL 2025	SE-11-01, SE-11-04, SE-11-06, SE-11-07	33%
<b>Task 3 - Formal Examination</b>	Examination	26 AUG 2025	SE-11-04, SE-11-05, SE-11-06, SE-11-07, SE-11-08, SE-11-09	33%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Knowledge and skills in the practical application of the content	TOTAL VALUE
<b>Task 1 - Programming Fundamentals</b>	10	20	30%
<b>Task 2 - Mechatronics project</b>	15	25	40%
<b>Task 3 - Formal Examination</b>	25	5	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>SE-11-01</b>	Describes methods used to plan, develop, and engineer software solutions
<b>SE-11-02</b>	Explains how structural elements are used to develop programming code
<b>SE-11-03</b>	Describes how current hardware, software, and emerging technologies influence the development of software engineering solutions
<b>SE-11-04</b>	Applies safe and secure practices to collect, use, and store data
<b>SE-11-05</b>	Describes the social, ethical, and legal implications of software engineering on the individual, society, and the environment
<b>SE-11-06</b>	Applies tools and resources to design, develop, manage, and evaluate software
<b>SE-11-07</b>	Implements safe and secure programming solutions
<b>SE-11-08</b>	Applies language structures to refine code
<b>SE-11-09</b>	Manages and documents the development of a software project
<b>SE-12-01</b>	Justifies methods used to plan, develop, and engineer software solutions
<b>SE-12-02</b>	Applies structural elements to develop programming code
<b>SE-12-03</b>	Analyses how current hardware, software, and emerging technologies influence the development of software engineering solutions
<b>SE-12-04</b>	Evaluates practices to safely and securely collect, use, and store data
<b>SE-12-05</b>	Explains the social, ethical, and legal implications of software engineering on the individual, society, and the environment
<b>SE-12-06</b>	Justifies the selection and use of tools and resources to design, develop, manage, and evaluate software
<b>SE-12-07</b>	Designs, develops, and implements safe and secure programming solutions
<b>SE-12-08</b>	Tests and evaluates language structures to refine code
<b>SE-12-09</b>	Applies methods to manage and document the development of a software project

## Spanish Beginners

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1: Listening</b>	Supervised paper	23 MAY 2025	2.1, 2.2, 2.4	15%
<b>Task 1: Speaking</b>	Conversation	23 MAY 2025	1.1, 1.2, 1.3, 1.4	15%
<b>Task 2: Reading</b>	Supervised paper	20 JUN 2025	2.1, 2.2, 2.4	15%
<b>Task 2: Writing</b>	Supervised paper	20 JUN 2025	3.1, 3.2, 3.3	15%
<b>Task 3: Year 11 Yearly Exam</b>	Examination	19 SEP 2025	1.1, 2.1, 3.1, 1.2, 2.2, 3.2, 1.3, 3.3, 1.4, 2.4, 2.5	40%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Speaking	Listening	Reading	Writing	TOTAL VALUE
<b>Task 1: Listening</b>	0	15	0	0	15%
<b>Task 1: Speaking</b>	15	0	0	0	15%
<b>Task 2: Reading</b>	0	0	15	0	15%
<b>Task 2: Writing</b>	0	0	0	15	15%
<b>Task 3: Year 11 Yearly Exam</b>	5	15	15	5	40%
<b>Weighting</b>	<b>20%</b>	<b>30%</b>	<b>30%</b>	<b>20%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Establishes and maintains communication in Spanish
<b>1.2</b>	Manipulates linguistic structures to express ideas effectively in Spanish
<b>1.3</b>	Sequences ideas and information
<b>1.4</b>	Applies knowledge of the culture of Spanish-speaking communities to interact appropriately
<b>2.1</b>	Understands and interprets information in texts using a range of strategies
<b>2.2</b>	Conveys the gist of and identifies specific information in texts
<b>2.4</b>	Draws conclusions from or justifies an opinion about a text
<b>2.5</b>	Identifies the purpose, context and audience of a text
<b>3.1</b>	Produces texts appropriate to audience, purpose and context
<b>3.2</b>	Structures and sequences ideas and information
<b>3.3</b>	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish

# Textiles and Design

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Manufacturing Skills</b>	Design Project	9 APR 2025	P 1.2, P 2.1, P 2.2, P 2.3, P 3.1, P 3.2	35%
<b>Task 2 - Properties and Performance of Textiles.</b>	Design Project	6 AUG 2025	P 1.1, P 2.2, P 2.3, P 3.1, P 3.2, P4.1	35%
<b>Task 3 - Examination</b>	Examination	26 SEP 2025	P 1.2, P 2.1, P 3.1, P 3.2, P4.1, P 5.1, P 5.2, P 6.1	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills and knowledge in the design, manufacture and management of textiles projects	TOTAL VALUE
<b>Task 1 - Manufacturing Skills</b>	10	25	35%
<b>Task 2 - Properties and Performance of Textiles.</b>	10	25	35%
<b>Task 3 - Examination</b>	30	0	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P 1.1</b>	Describes the elements and principles of design and uses them in a variety of applications.
<b>P 1.2</b>	Identifies the functional and aesthetic requirements and features of a range of textile items.
<b>P 2.1</b>	Demonstrates the use of a variety of communication skills, including computer-based technology.
<b>P 2.2</b>	Develops competence in the selection and use of appropriate manufacturing techniques and equipment.
<b>P 2.3</b>	Manages the design and manufacture of textile projects.
<b>P 3.1</b>	Identifies properties of a variety of fabrics, yarns and fibres.
<b>P 3.2</b>	Justifies the selection of fabrics, yarns and fibres for end-uses.
<b>P4.1</b>	Identifies and selects textiles for specific end-uses based on analysis of experimentation.
<b>P 5.1</b>	Examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context.
<b>P 5.2</b>	Investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries.
<b>P 6.1</b>	Identifies and appreciates the factors that contribute to the quality and value of textiles in society.

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Case Study 1 - The Artist</b>	Portfolio	11 APR 2025	P1, P2, P3, P4, P6, P8, P9	35%
<b>Assessment Task 2 - Case Study 2 - Robyn Sweaney- Critical &amp; Historical Study</b>	Depth Study	13 JUN 2025	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	40%
<b>Assessment Task 3 - Exam - Historical &amp; Critical</b>	Examination	26 SEP 2025	P7, P8, P9, P10	25%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Art Making	Art criticism & Art History	TOTAL VALUE
<b>Assessment Task 1 - Case Study 1 - The Artist</b>	25	10	35%
<b>Assessment Task 2 - Case Study 2 -Robyn Sweaney- Critical &amp; Historical Study</b>	25	15	40%
<b>Assessment Task 3 - Exam - Historical &amp; Critical</b>	0	25	25%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>P1</b>	Explores the conventions of practice in artmaking.
<b>P2</b>	Explores the roles and relationships between the concepts of artist, artwork, world and audience.
<b>P3</b>	Identifies the frames as the basis of understanding expressive representation through the making of art.
<b>P4</b>	Investigates subject matter and forms as representations in artmaking.
<b>P5</b>	Investigates ways of developing coherence and layers of meaning in the making of art.
<b>P6</b>	Explores a range of material techniques in ways that support artistic intentions.
<b>P7</b>	Explores the conventions of practice in art criticism and art history.
<b>P8</b>	Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art.
<b>P9</b>	Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art.
<b>P10</b>	Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.

# Board Developed Courses (VET) with mandatory work placement

The VET courses offered by Southern Cross School of Distance Education are:

- BUSINESS SERVICES
- FOUNDATION SKILLS FOR WORK AND EDUCATIONAL PATHWAYS
- HOSPITALITY
- RETAIL
- SPORTS COACHING (TVET Content Endorsed Course. Note: no exam and cannot count towards an ATAR)

The Year 11 Credential examination in Content Endorsed VET courses, is optional. Students will nominate during the Year 12 Year if they intend to undertake the optional examination. The examination is independent of the competency based assessment undertaken during the course.

For students nominating to achieve an ATAR they must do the Year 12 Examination in their given VET course.

For students nominating to achieve the YEAR 12 Certificate they must complete the assessments in the given VET Courses.

This program is subject to change.

The order or components certainly can be varied; however, students will receive a minimum 2 weeks' notice of changes in writing.

**Business Services**

**Qualification: BSB30120 Certificate III in Business**

Cohort 2025-2026

Southern Cross School of Distance Education

**School Name: Southern Cross School of Distance Education Assessment Schedule Year 11 - 2025**

<p>The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement. Competency assessment is graded as 'not yet competent', 'developing', 'competent'. This means a course mark is not allocated.</p>			<p><b>Task 1</b> Let's get tech savvy</p>	<p><b>Task 2</b> Organising business safety</p>	<p><b>Task 3</b> Working in industry</p>
<p>Assessment Tasks for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</p>			<p>Week 9 Term 1</p>	<p>Week 9 Term 2</p>	<p>Week 9 Term 3</p>
<b>Code</b>	<b>Unit of Competency</b>	<b>HSC Examinable</b>	Date 28.3.25	Date 27.6.25	Date 19.9.25
BSBTEC201	Use business software applications	Yes	X		
BSBTEC202	Use digital technologies to communicate in the work environment	No	X		
BSBWHS311	Assist with maintaining workplace safety	Yes		X	
BSBINS302	Organise workplace information	No		X	
BSBXCM301	Engage in workplace communication	Yes			X
BSBOPS201	Work effectively in business environments	No			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

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

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



**Hospitality**

**Qualification:** SIT20322 Certificate II in Hospitality

Cohort 2025-2026

**Training Package** SIT Tourism, Travel and Hospitality

**School Name:** Southern Cross School of Distance Education

**Assessment Schedule Year 11 - 2025**

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			<b>Task 1</b> Safety in the kitchen	<b>Task 2</b> Service please
			Week 10	Week 5
			Term 2	Term 3
			Date 4.7.25	Date 22.8.25
<b>Code</b>	<b>Unit of Competency</b>	<b>HSC Examinable</b>		
SITXWHS005	Participate in safe work practices	X	X	
SITXFSA005	Use hygienic practices for food safety	X	X	
SITXFSA006	Participate in safe food handling practices	X	X	
SITHCCC025	Prepare and present sandwiches		X	
SITXCCS011	Interact with customers	X		X
SITXCOM007	Show social and cultural sensitivity			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIT20322 Certificate II in Hospitality.

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

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



Assessment Task for		Task 8	Task 9	Task 10	Task 11	Task 12	Task 13
FSK20119 Certificate II in Skills for Work and Vocational Pathways		Week 6	Week 8	Week 10	Week 3	Week 6	Week 9
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Term 2	Term 2	Term 2	Term 3	Term 3	Term 3
Code	Unit Name	6.6.25	20.6.25	4.7.25	9.8.25	29.8.25	19.9.25
<a href="#">FSKOCM007</a>	Interact effectively with others at work	X					
<a href="#">FSKWTG009</a>	Write routine workplace texts		X				
<a href="#">FSKLRG009</a>	Use strategies to respond to routine workplace problems			X			
<a href="#">BSBWHS211</a>	Contribute to health and safety of self and others				X		
<a href="#">BSBOPS203</a>	Deliver a service to customers					X	
<a href="#">FNSFLT212</a>	Develop and use a savings plan						X
<a href="#">FNSFLT211</a>	Develop and use personal budgets						X

Depending on the achievement of units of competency, the possible qualification outcome is a FSK20119 Certificate II in Skills for Work and Vocational Pathways

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



**Retail Services**

**Qualification: SIR30216 Certificate III in Retail**

**Cohort 2025 - 2026**

**Training Package SIR Retail Services**

**RTO - NSW Department of Education, RTO 90333**

**School Name: Southern Cross School of Distance Education Assessment Schedule Year 11 - 2025**

<p>The assessment components in Hospitality Operations are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills for each unit of competence. In addition to Assessment Events, some assessment will occur in an informal setting in the classroom or during work placement. Competency assessment is graded as 'not yet competent', 'developing', 'competent'. This means a course mark is not allocated.</p>			<b>Task 1</b>		<b>Task 2</b>	
			Get ready for retail		Operation safety	
<p><b>Assessment Tasks for SIR30216 Certificate III in Retail</b> Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</p>			Week	11	Week	10
			Term	1	Term	2
<b>Code</b>	<b>Unit of Competency</b>	<b>HSC Examinable</b>	Date	11.4.25	Date	4.7.25
SIRXIND001	Work Effectively in a Service Environment	X	X			
SIRXCOM002	Work Effectively in a Team	X	X			
SIRXWHS002	Contribute to Workplace Health and Safety	X			X	
SIRRINV001	Receive and Handle Retail Stock				X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward SIR30216 Certificate III in Retail.

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

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

# Board Endorsed Courses

## Computing Applications 120 hours

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Hardware and Software Skills</b>	Research Task	4 APR 2025	1.1, 1.2, 1.3, 2.1, 2.2	30%
<b>Assessment Task 2 - Project</b>	Practical Task	4 JUL 2025	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 4.1	40%
<b>Assessment Task 3 - Examination</b>	Examination	26 SEP 2025	1.1, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding outcomes and course content	Skills outcomes and course content	TOTAL VALUE
<b>Assessment Task 1 - Hardware and Software Skills</b>	15	15	30%
<b>Assessment Task 2 - Project</b>	20	20	40%
<b>Assessment Task 3 - Examination</b>	15	15	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Describes the function and application of a variety of computer software.
<b>1.2</b>	Applies computing terminology appropriately in practical situations.
<b>1.3</b>	Uses appropriate computer software in a given context.
<b>2.1</b>	Describes aspects of human activity which have developed into computer applications.
<b>2.2</b>	Explains the principles and functions of specific hardware components.
<b>2.3</b>	Evaluates the suitability of hardware in a particular context.
<b>3.1</b>	Applies a range of project management techniques in the development of a solution.
<b>3.2</b>	Analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions.
<b>3.3</b>	Implements, tests, debugs and evaluates solutions using current common application packages.
<b>4.1</b>	Identifies and reflects on the social and technological implications when making decisions about the use of computer software.
<b>4.2</b>	Evaluates the use of a computer-based solution compared to non-computer solutions.
<b>4.3</b>	Identifies social and ethical issues related to the use of computer software.
<b>5.1</b>	Evaluates the suitability of software applications in a particular context.

# Computing Applications 240 hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Hardware &amp; Software</b>	Practical Task	4 APR 2025	1.1, 1.2, 1.3, 2.2	30%
<b>Assessment Task 2 - Graphics 1</b>	Practical Task	4 JUL 2025	1.1, 1.2, 1.3, 2.1, 4.1	35%
<b>Assessment Task 3 - Graphics 2</b>	Practical Task	26 SEP 2025	1.1, 1.2, 1.3, 2.1, 4.1, 4.2, 4.3	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding outcomes and course content	Skills outcomes and course content	TOTAL VALUE
<b>Assessment Task 1 - Hardware &amp; Software</b>	20	10	30%
<b>Assessment Task 2 - Graphics 1</b>	20	15	35%
<b>Assessment Task 3 - Graphics 2</b>	10	25	35%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Describes the function and application of a variety of computer software.
<b>1.2</b>	Applies computing terminology appropriately in practical situations.
<b>1.3</b>	Uses appropriate computer software in a given context.
<b>2.1</b>	Describes aspects of human activity which have developed into computer applications.
<b>2.2</b>	Explains the principles and functions of specific hardware components.
<b>2.3</b>	Evaluates the suitability of hardware in a particular context.
<b>3.1</b>	Applies a range of project management techniques in the development of a solution.
<b>3.2</b>	Analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions.
<b>3.3</b>	Implements, tests, debugs and evaluates solutions using current common application packages.
<b>4.1</b>	Identifies and reflects on the social and technological implications when making decisions about the use of computer software.
<b>4.2</b>	Evaluates the use of a computer-based solution compared to non-computer solutions.
<b>4.3</b>	Identifies social and ethical issues related to the use of computer software.
<b>5.1</b>	Evaluates the suitability of software applications in a particular context.

## Exploring Early Childhood 1 unit

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Pregnancy and childbirth</b>	Research Task	2 APR 2025	1.1, 1.3, 1.4, 2.1, 2.4, 2.5, 4.1, 5.1, 6.1	30%
<b>Assessment Task 2 -Research and written report: Promoting positive behaviour</b>	Written Work	6 AUG 2025	1.1, 1.2, 1.3, 1.4, 2.2, 2.3, 2.4, 2.5, 3.1, 4.1, 5.1, 6.1	40%
<b>Assessment Task 3 - Year 11 exam</b>	Examination	17 SEP 2025	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 4.1, 6.2	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding	Skills	TOTAL VALUE
<b>Assessment Task 1 - Pregnancy and childbirth</b>	10	20	30%
<b>Assessment Task 2 -Research and written report: Promoting positive behaviour</b>	10	30	40%
<b>Assessment Task 3 - Year 11 exam</b>	30	0	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

### Syllabus Outcomes

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

## Exploring Early Childhood 2 Unit

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Written report: Pregnancy and childbirth</b>	Research Task	26 MAR 2025	1.1, 1.3, 1.4, 2.1, 2.4, 2.5, 4.1, 5.1, 6.1	30%
<b>Assessment Task 2 - Research and written report: Promoting positive behaviour</b>	Written Work	11 JUN 2025	1.1, 1.2, 1.3, 1.4, 2.4, 3.1, 4.1, 4.2, 4.3, 6.2	40%
<b>Assessment Task 3 - Year 11 Exam</b>	Examination	26 SEP 2025	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 4.1, 5.1, 6.1, 6.2	30%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding	Skills	TOTAL VALUE
<b>Assessment Task 1 - Written report: Pregnancy and childbirth</b>	10	20	30%
<b>Assessment Task 2 - Research and written report: Promoting positive behaviour</b>	10	30	40%
<b>Assessment Task 3 - Year 11 Exam</b>	30	0	30%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

### Syllabus Outcomes

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



# Financial Management

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Personal Finance Plan</b>	Research Task	11 APR 2025	KS1, KS2, KS3	30%
<b>Assessment Task 2: Financial Psychology &amp; Behaviour Reflection</b>	Written Work	20 JUN 2025	KS2, KS5	35%
<b>Assessment Task 3: Savings &amp; Investment Case Study</b>	Research Task	12 SEP 2025	KS6, KS7, KS8	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>KS1</b>	Demonstrate an understanding of key financial concepts and principles, including budgeting, saving, investing, and debt management.
<b>KS2</b>	Develop healthy financial habits and behaviours, such as budgeting, saving, and setting financial goals.
<b>KS3</b>	Analyse and evaluate the impact of financial decisions on personal financial well-being.
<b>KS5</b>	Critically examine the role of artificial intelligence in money management and its ethical implications.
<b>KS6</b>	Evaluate the impact of financial technology on traditional financial institutions and their business models.
<b>KS7</b>	Develop a comprehensive financial plan that aligns with personal financial goals and values
<b>KS8</b>	Demonstrate effective communication skills in discussing financial concepts and strategies.
<b>KS5</b>	Critically examine the role of artificial intelligence in money management and its ethical implications.

# Marine Studies 1 Unit

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 Power Point Information Screen</b>	Design Project	28 FEB 2025	1.1, 1.3, 2.1, 2.3, 3.1	30%
<b>Task 2 Whale Watching Venue</b>	Written Work	16 MAY 2025	2.3, 3.1, 4.1, 5.2, 5.3	35%
<b>Task 3 Hydrometer Experiment &amp; Report</b>	Practical Task	25 JUL 2025	2.3, 3.3, 3.4, 5.3	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills outcomes and content	TOTAL VALUE
<b>Task 1 Power Point Information Screen</b>	20	10	30%
<b>Task 2 Whale Watching Venue</b>	20	15	35%
<b>Task 3 Hydrometer Experiment &amp; Report</b>	10	25	35%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Relates with a respectful and caring attitude to the ocean and its life forms.
<b>1.2</b>	Identifies the roles of individuals or groups involved in maritime activities.
<b>1.3</b>	Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course.
<b>1.4</b>	Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea.
<b>1.5</b>	Demonstrates an awareness of the value of the ocean as a source of historical information.
<b>2.1</b>	Appreciates the importance of effective management practice.
<b>2.2</b>	Works effectively within a group.
<b>2.3</b>	Communicates information by writing reports, giving short talks and contributing to discussions.
<b>3.1</b>	Evaluates information, situations, equipment manuals and written or manual procedures.
<b>3.2</b>	Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing.
<b>3.3</b>	Generates information from data by calculating, inferring, interpreting and generalising.
<b>3.4</b>	Carries out planned research activities using appropriate measurements, observations, classification and recording skills.
<b>4.1</b>	Identifies marine vocations and a range of leisure pursuits.
<b>4.2</b>	Appreciates marine environments as sources of employment and leisure.
<b>5.1</b>	Values the rules and operating principles of marine equipment and applies them.
<b>5.2</b>	Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment.
<b>5.3</b>	Interprets and follows instructions, with accuracy.
<b>5.4</b>	Selects, organises, assembles, dismantles, cleans, and returns equipment.

## Marine Studies 2 Unit

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
Task 1 Power Point Information Screen	Design Project	28 FEB 2025	1.1, 1.3, 2.1, 2.3, 3.1	30%
Task 2 Whale Watching Venue	Written Work	24 JUN 2025	1.3, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 5.3	35%
Task 3 Hydrometer Experiment and Report	Practical Task	25 JUL 2025	2.3, 3.2, 3.3, 3.4, 5.3	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills outcomes and content	TOTAL VALUE
Task 1 Power Point Information Screen	20	10	30%
Task 2 Whale Watching Venue	20	15	35%
Task 3 Hydrometer Experiment and Report	10	25	35%
<b>Weighting</b>	<b>50%</b>	<b>50%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
1.1	Relates with a respectful and caring attitude to the ocean and its life forms.
1.2	Identifies the roles of individuals or groups involved in maritime activities.
1.3	Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course.
1.4	Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea.
1.5	Demonstrates an awareness of the value of the ocean as a source of historical information.
2.1	Appreciates the importance of effective management practice.
2.2	Works effectively within a group.
2.3	Communicates information by writing reports, giving short talks and contributing to discussions.
3.1	Evaluates information, situations, equipment manuals and written or manual procedures.
3.2	Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing.
3.3	Generates information from data by calculating, inferring, interpreting and generalising.
3.4	Carries out planned research activities using appropriate measurements, observations, classification and recording skills.
4.1	Identifies marine vocations and a range of leisure pursuits.
4.2	Appreciates marine environments as sources of employment and leisure.
5.1	Values the rules and operating principles of marine equipment and applies them.
5.2	Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment.
5.3	Interprets and follows instructions, with accuracy.
5.4	Selects, organises, assembles, dismantles, cleans, and returns equipment.

# Photography Video and Digital Imaging 1 unit 60 hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Illusions with Light</b>	Portfolio	11 APR 2025	CH1, CH3, M1, M2, M3, M4, M5, M6	40%
<b>Assessment Task 2 - Manipulated Portraits</b>	Practical Task	4 JUL 2025	M1, M2, M3, M4, M5, M6	40%
<b>Assessment Task 3 - Examination</b>	Examination	26 SEP 2025	CH1, CH2, CH3, CH4, CH5	20%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Artmaking - photographic practice	Art criticism & Art history	TOTAL VALUE
<b>Assessment Task 1 - Illusions with Light</b>	30	10	40%
<b>Assessment Task 2 - Manipulated Portraits</b>	40	0	40%
<b>Assessment Task 3 - Examination</b>	0	20	20%
<b>Weighting</b>	<b>70%</b>	<b>30%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH1</b>	Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging.
<b>CH2</b>	Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations.
<b>CH3</b>	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies.
<b>CH4</b>	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging.
<b>CH5</b>	Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.
<b>M1</b>	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.
<b>M2</b>	Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works.
<b>M3</b>	Investigates different points of view in the making of photographs and/or videos and/or digital images.
<b>M4</b>	Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images.
<b>M5</b>	Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images.
<b>M6</b>	Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works.

# Photography Video and Digital Imaging 2 Unit 120 hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Photographic Making 1</b>	Practical Task	4 APR 2025	M1, M2, M3, M4, M5, M6	40%
<b>Assessment Task 2 - Photo Documentary</b>	Depth Study	6 JUN 2025	CH1, CH2, CH3, CH4, CH5, M1, M2, M3, M5, M6	40%
<b>Task 3 - Examination</b>	Examination	26 SEP 2025	CH1, CH2, CH3, CH4, CH5	20%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

ASK NAME	Artemaking - photographic practice	Art criticism & Art history	TOTAL VALUE
<b>Task 1 - Photographic Making 1</b>	40	0	40%
<b>Assessment Task 2 - Photo Documentary</b>	30	10	40%
<b>Task 3 - Examination</b>	0	20	20%
<b>Weighting</b>	<b>70%</b>	<b>30%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH1</b>	Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging.
<b>CH2</b>	Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations.
<b>CH3</b>	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies.
<b>CH4</b>	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging.
<b>CH5</b>	Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.
<b>M1</b>	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.
<b>M2</b>	Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works.
<b>M3</b>	Investigates different points of view in the making of photographs and/or videos and/or digital images.
<b>M4</b>	Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images.
<b>M5</b>	Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images.
<b>M6</b>	Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works.

## Photography Video and Digital Imaging 2 Unit 240 hours

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Manipulated Portraits</b>	Practical Task	4 APR 2025	M1, M3, M5, M6	40%
<b>Assessment Task 2 - Photo Documentary</b>	Portfolio	6 JUN 2025	CH1, CH2, CH3, CH5, M1, M4, M5, M6	40%
<b>Assessment Task 3 - Examination</b>	Examination	26 SEP 2025	CH1, CH2, CH3, CH4, CH5	20%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Armaking Photographic Practice	Art criticism & Art history	TOTAL VALUE
<b>Assessment Task 1 - Manipulated Portraits</b>	40	0	40%
<b>Assessment Task 2 - Photo Documentary</b>	30	10	40%
<b>Assessment Task 3 - Examination</b>	0	20	20%
<b>Weighting</b>	<b>70%</b>	<b>30%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH1</b>	Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging.
<b>CH2</b>	Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations.
<b>CH3</b>	Distinguishes between different points of view and offers interpretive accounts in critical and historical studies.
<b>CH4</b>	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging.
<b>CH5</b>	Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production.
<b>M1</b>	Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.
<b>M2</b>	Explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works.
<b>M3</b>	Investigates different points of view in the making of photographs and/or videos and/or digital images.
<b>M4</b>	Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images.
<b>M5</b>	Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images.
<b>M6</b>	Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works.

## Sport Lifestyle and Recreation 2 unit

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - First Aid and Sports Injuries</b>	Written Work	2 APR 2025	1.3, 2.5, 3.6, 4.2, 4.4, 4.5	30%
<b>Assessment Task 2 - Healthy Lifestyle</b>	Depth Study	4 JUN 2025	1.5, 2.3, 3.5, 4.3	35%
<b>Assessment Task 3 - Individual games and sports application</b>	Written Work	13 AUG 2025	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

### Assessment Components

TASK NAME	Knowledge and understanding of course content	Skills in critical thinking, research, analysing and communication	TOTAL VALUE
<b>Assessment Task 1 - First Aid and Sports Injuries</b>	10	20	30%
<b>Assessment Task 2 - Healthy Lifestyle</b>	15	20	35%
<b>Assessment Task 3 - Individual games and sports application</b>	15	20	35%
<b>Weighting</b>	<b>40%</b>	<b>60%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1.1</b>	Applies the rules and conventions that relate to participation in a range of physical activities.
<b>1.3</b>	Demonstrates ways to enhance safety in physical activity.
<b>1.5</b>	Critically analyses the factors affecting lifestyle balance and their impact on health status.
<b>2.1</b>	Explains the principles of skill development and training.
<b>2.3</b>	Selects and participates in physical activities that meet individual needs, interests and abilities.
<b>2.5</b>	Describes the relationship between anatomy, physiology and performance.
<b>3.1</b>	Selects appropriate strategies and tactics for success in a range of movement contexts.
<b>3.2</b>	Designs programs that respond to performance needs.
<b>3.5</b>	Analyses personal health practices.
<b>3.6</b>	Assesses and responds appropriately to emergency care situations.
<b>4.1</b>	Plans strategies to achieve performance goal.
<b>4.2</b>	Demonstrates leadership skills and a capacity to work cooperatively in movement context.
<b>4.3</b>	Makes strategic plans to overcome the barriers to personal and community health.
<b>4.4</b>	Demonstrates competence and confidence in movement contexts.
<b>4.5</b>	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.

# Visual Design 60 hours

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Design Brief 1</b>	Portfolio	21 MAR 2025	DM1, DM2, DM3	40%
<b>Task 2 - Design Brief 2</b>	Design Project	10 JUN 2025	CH1, CH2, CH3, CH4, DM2, DM3, DM4, DM5, DM6	40%
<b>Task 3 - Examination</b>	Examination	3 SEP 2025	CH1, CH2, CH3, CH4	20%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Design Making & Journal	Critical / Historical	TOTAL VALUE
<b>Task 1 - Design Brief 1</b>	40	0	40%
<b>Task 2 - Design Brief 2</b>	30	10	40%
<b>Task 3 - Examination</b>	0	20	20%
<b>Weighting</b>	<b>70%</b>	<b>30%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH1</b>	Generates in their critical and historical practice ways to interpret and explain design.
<b>CH2</b>	Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations.
<b>CH3</b>	Distinguishes between different points of view, using the frames in their critical and historical investigations.
<b>CH4</b>	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design.
<b>DM1</b>	Generates a characteristic style that is increasingly self-reflective in their design practice.
<b>DM2</b>	Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works.
<b>DM3</b>	Investigates different points of view in the making of designed works.
<b>DM4</b>	Generates images and ideas as representations/simulations.
<b>DM5</b>	Develops different techniques suited to artistic and design intentions in the making of a range of works.
<b>DM6</b>	Takes into account issues of work health and safety in the making of a range of works.



## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Task 1 - Street Smart</b>	Portfolio	7 MAR 2025	DM1, DM2, DM3	40%
<b>Task 2 Pots and Pods</b>	Design Project	23 MAY 2025	CH1, CH2, CH3, CH4, DM2, DM3, DM4, DM5, DM6	40%
<b>Task 3 - Examination</b>	Examination	26 SEP 2025	CH1, CH2, CH3, CH4	20%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Design Making & Journal	Critical / Historical	TOTAL VALUE
<b>Task 1 - Street Smart</b>	40	0	40%
<b>Task 2 Pots and Pods</b>	30	10	40%
<b>Task 3 - Examination</b>	0	20	20%
<b>Weighting</b>	<b>70%</b>	<b>30%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH1</b>	Generates in their critical and historical practice ways to interpret and explain design.
<b>CH2</b>	Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations.
<b>CH3</b>	Distinguishes between different points of view, using the frames in their critical and historical investigations.
<b>CH4</b>	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design.
<b>DM1</b>	Generates a characteristic style that is increasingly self-reflective in their design practice.
<b>DM2</b>	Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works.
<b>DM3</b>	Investigates different points of view in the making of designed works.
<b>DM4</b>	Generates images and ideas as representations/simulations.
<b>DM5</b>	Develops different techniques suited to artistic and design intentions in the making of a range of works.
<b>DM6</b>	Takes into account issues of work health and safety in the making of a range of works

## Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1 - Street Smart</b>	Design Project	7 MAR 2025	DM1, DM2, DM3	40%
<b>Assessment Task 2 - Pots and Pods</b>	Design Project	23 MAY 2025	CH2, CH4, DM4, DM5, DM6	40%
<b>Assessment Task 3 - Examination</b>	Examination	26 SEP 2025	CH1, CH2, CH3, CH4	20%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

## Assessment Components

TASK NAME	Design Making & Journal	Critical / Historical	TOTAL VALUE
<b>Assessment Task 1 - Street Smart</b>	40	0	40%
<b>Assessment Task 2 - Pots and Pods</b>	30	10	40%
<b>Assessment Task 3 - Examination</b>	0	20	20%
<b>Weighting</b>	<b>70%</b>	<b>30%</b>	<b>100%</b>

## Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>CH1</b>	Generates in their critical and historical practice ways to interpret and explain design.
<b>CH2</b>	Investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations.
<b>CH3</b>	Distinguishes between different points of view, using the frames in their critical and historical investigations.
<b>CH4</b>	Explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design.
<b>DM1</b>	Generates a characteristic style that is increasingly self-reflective in their design practice.
<b>DM2</b>	Explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works.
<b>DM3</b>	Investigates different points of view in the making of designed works.
<b>DM4</b>	Generates images and ideas as representations/simulations.
<b>DM5</b>	Develops different techniques suited to artistic and design intentions in the making of a range of works.
<b>DM6</b>	Takes into account issues of work health and safety in the making of a range of works.

## Work Studies 2 unit

### Assessment Schedule

TASK NAME	TASK TYPE	DUE DATE	OUTCOMES	TASK WEIGHT
<b>Assessment Task 1: Build A Working Life</b>	Research Task	9 JUN 2025	1, 3, 5, 8, 7	30%
<b>Assessment Task 2: Mid Course Examination</b>	Examination	14 AUG 2025	3, 5, 8, 2	35%
<b>Assessment Task 3 : Workplace Skills Portfolio</b>	Portfolio	5 SEP 2025	5, 2, 4, 6, 9, 7	35%

Outcomes assessed and due date may change but will be correct at the time of the formal assessment notification

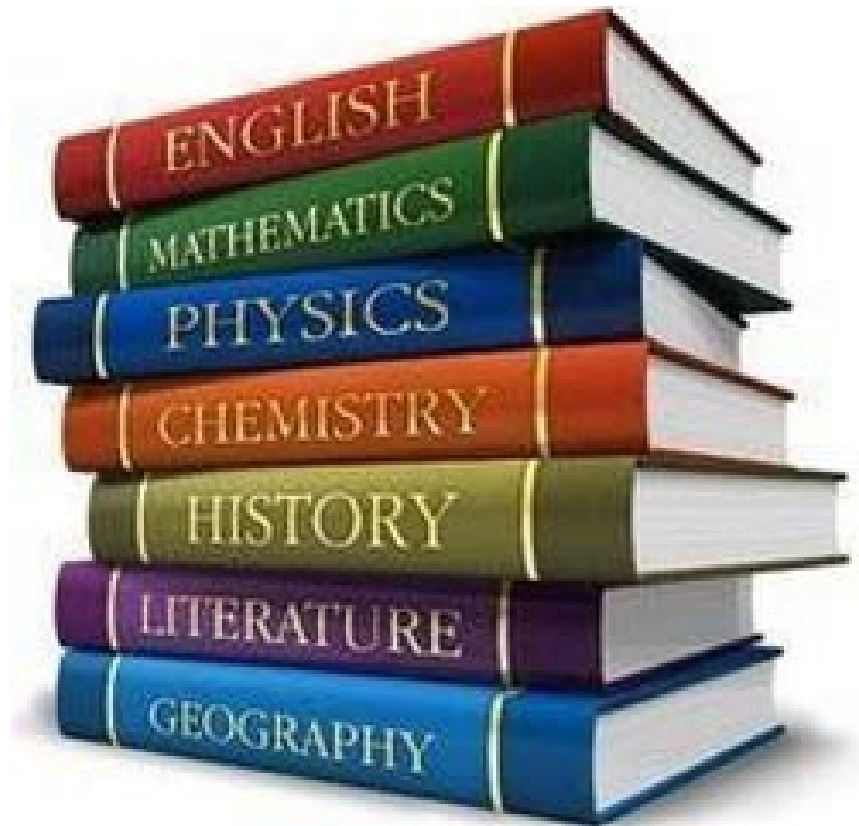
### Assessment Components

ASK NAME	Knowledge and understanding of course content	Skills	TOTAL VALUE
<b>Assessment Task 1: Build A Working Life</b>	5	25	30%
<b>Assessment Task 2: Mid Course Examination</b>	5	25	30%
<b>Assessment Task 3 : Workplace Skills Portfolio</b>	20	20	40%
<b>Weighting</b>	<b>30%</b>	<b>70%</b>	<b>100%</b>

### Syllabus Outcomes

OUTCOME	DESCRIPTION
<b>1</b>	Investigates a range of work environments
<b>2</b>	Examines different types of work and skills for employment
<b>3</b>	Analyses employment options and strategies for career management
<b>4</b>	Assesses pathways for further education, training and life planning
<b>5</b>	Communicates and uses technology effectively
<b>6</b>	Applies self-management and teamwork skills
<b>7</b>	Utilises strategies to plan, organise and solve problems
<b>8</b>	Assesses influences on people's working lives
<b>9</b>	Evaluates personal and social influences on individuals and groups

## FORMS



## Application for Illness/Misadventure

Student name: \_\_\_\_\_ Course: \_\_\_\_\_

Teacher: \_\_\_\_\_ Task Name: \_\_\_\_\_

Date Due: - \_\_\_\_\_ Date of submission of form: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

**Student Statement:** Please provide **details** and **attach independent evidence** to this form:

---

---

---

---

Student's Signature \_\_\_\_\_ Date: \_\_\_\_\_

## Supervisor Statement

---

---

---

Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

OR

Request received via phone call and form completed by \_\_\_\_\_

(teacher) on behalf of student.

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

Supporting documentation attached:

- Medical Certificate
- Police Report
- Hospital admission
- Other: \_\_\_\_\_

## Appeal – Student Form

A student has the right to appeal the decision made by the 'Assessment Review Panel'. The student and supervisor must present in writing explicit reason/any new evidence for appealing this decision.

Student name: \_\_\_\_\_ Course: \_\_\_\_\_

Teacher: \_\_\_\_\_ Task Name: \_\_\_\_\_

Date Due: \_\_\_\_\_ Date of submission of form: \_\_\_\_\_

Home school (if applicable): \_\_\_\_\_

Please tick the correct appeal reason below:

<input type="checkbox"/> <b>Illness /Misadventure appeal</b>	<input type="checkbox"/> <b>Malpractice appeal</b>	<input type="checkbox"/> <b>Non-serious attempt determination appeal</b>	<input type="checkbox"/> <b>Assessment task determination appeal</b>
Supporting documentation attached eg:  <input type="checkbox"/> Updated medical certificate <input type="checkbox"/> Statutory declaration <input type="checkbox"/> Other (e.g. statutory declaration) - please specify: _____	Supporting documentation attached eg:  <input type="checkbox"/> Study notes <input type="checkbox"/> Supervisor statement providing evidence <input type="checkbox"/> Other (e.g. statutory declaration) - please specify: _____	Supporting documentation attached eg:  <input type="checkbox"/> Study notes <input type="checkbox"/> Supervisor statement providing evidence <input type="checkbox"/> Other (e.g. statutory declaration) - please specify: _____	Please provide reason for appeal of mark in the 'reason for appeal" box below. (clear reference to task administration breakdown/ marking guidelines/ course outcomes/ feedback must be made)

Appeal details:

Assessment task	Date	Reason for appeal
Task Number:		
Assessment Name:		

I declare that all the information I have provided is true.

Student's signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

## Appeal – Supervisor’s statement

Supervisor name: \_\_\_\_\_

Position: \_\_\_\_\_

Student name: \_\_\_\_\_

Contact number: \_\_\_\_\_ or \_\_\_\_\_

Please fully record your evidence that refutes the decision -

---

---

---

---

---

---

---

---

---

---

---

I declare that all the information I have provided is true.

Supervisor’s signature: \_\_\_\_\_ Date: \_\_\_\_\_

---

## Higher School Certificate 'N' Determination - Student Appeal Form

This form should be completed only if the student feels that he/she has met the NSW Education Standards Authority (NESA) course completion requirements, as detailed in the Principal's Determination Form, and is requesting a school review of the decision to issue the determination(s) of non-completion of course requirements.

If submitting an appeal, this form is to be completed and signed by the student and the parent/guardian (if student is under 18 years of age)

Student Name: \_\_\_\_\_

Student Number: \_\_\_\_\_

School Name: \_\_\_\_\_

Student's Home Address: \_\_\_\_\_

---

In lodging an appeal, you are asking the school to reconsider the decision to give you a determination of non-completion of course requirements in a course. The Principal, in consultation with your class teacher or the Head Teacher of the course, will review your performance in the course and give consideration to your statement in support of your appeal. The Principal will decide whether there is sufficient evidence to change the original determination.

I wish to have the school reconsider his/her decision to issue me a determination of non-completion of course requirements in the following course(s):

Course Name (Please list Extension courses separately)



---

## Student statement in support of 'N' determination appeal

You need to detail how you have completed all NESAs course completion requirements and include any evidence to support your appeal. You should refer to any warning letters you have been sent and provide details of tasks/assignments you may now have completed.

If you are appealing in a number of courses, you need to name and comment on each course separately. Additional pages may be attached if you are appealing in more than three courses or if more space is needed.

My appeal is based on the following grounds:

Course: \_\_\_\_\_


Course: \_\_\_\_\_


Course: \_\_\_\_\_


Student's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

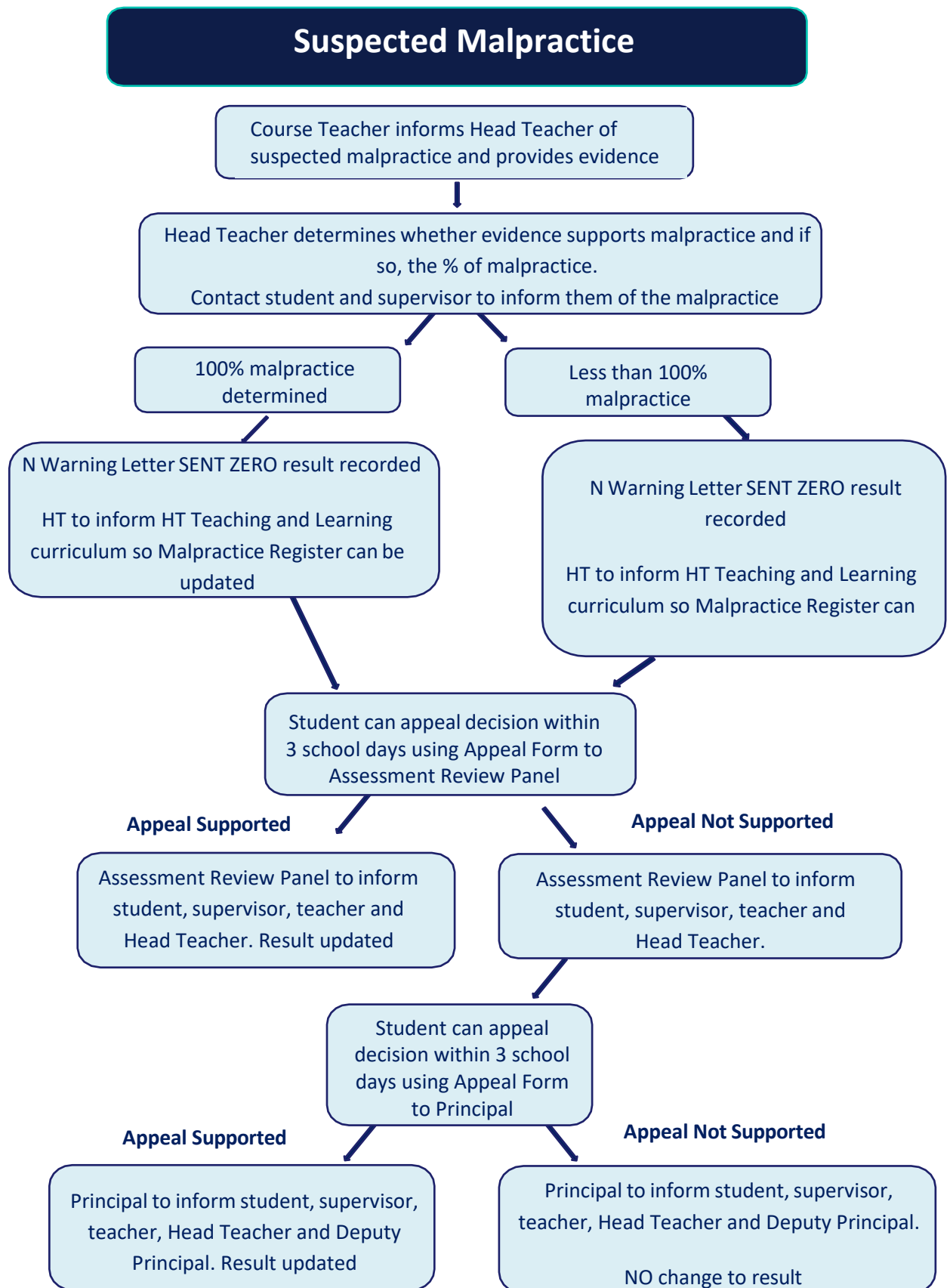
(if student is under 18 years of age)

---

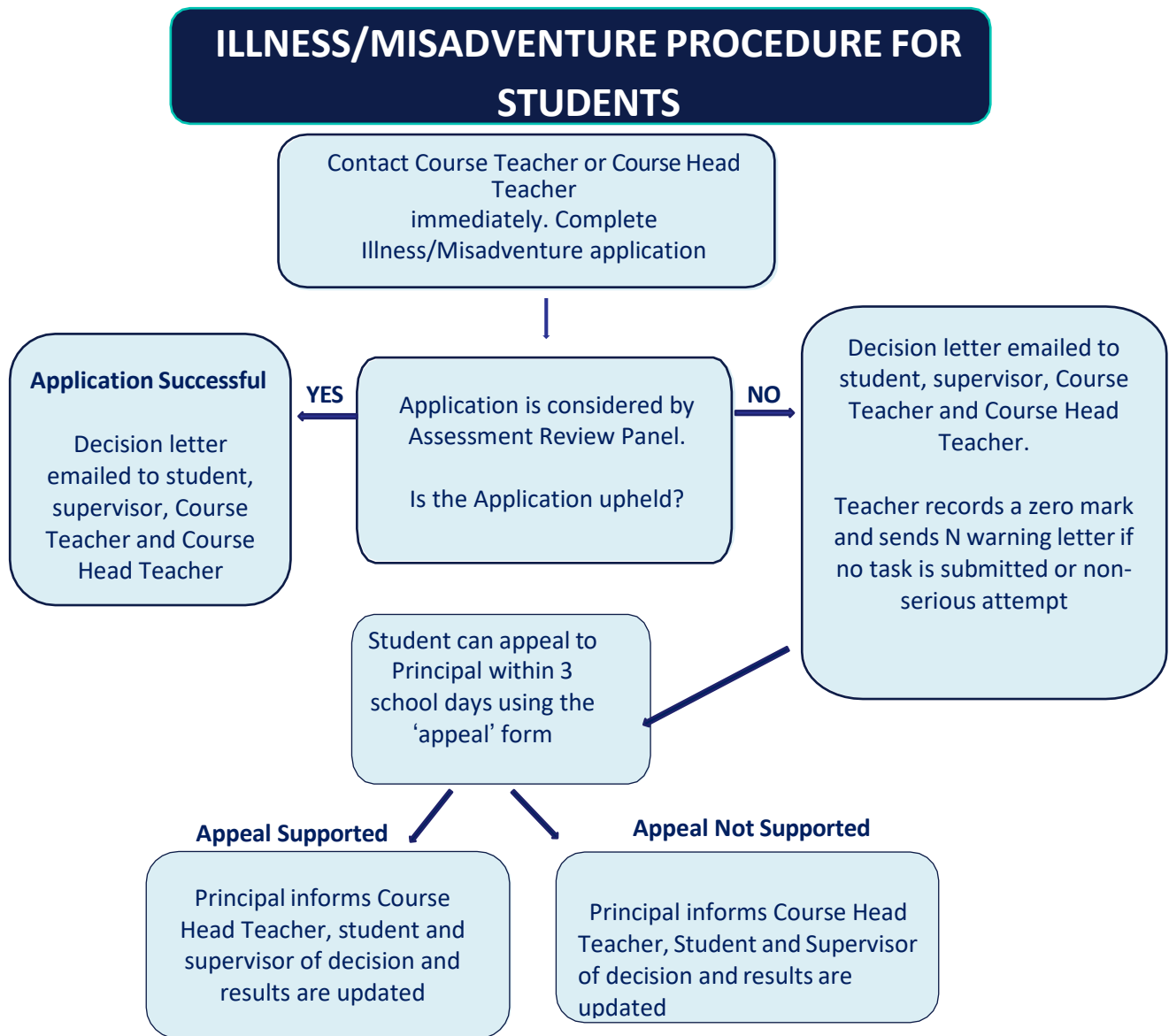
Blank page

# Flow charts -

## Appendix 1 Malpractice flow chart

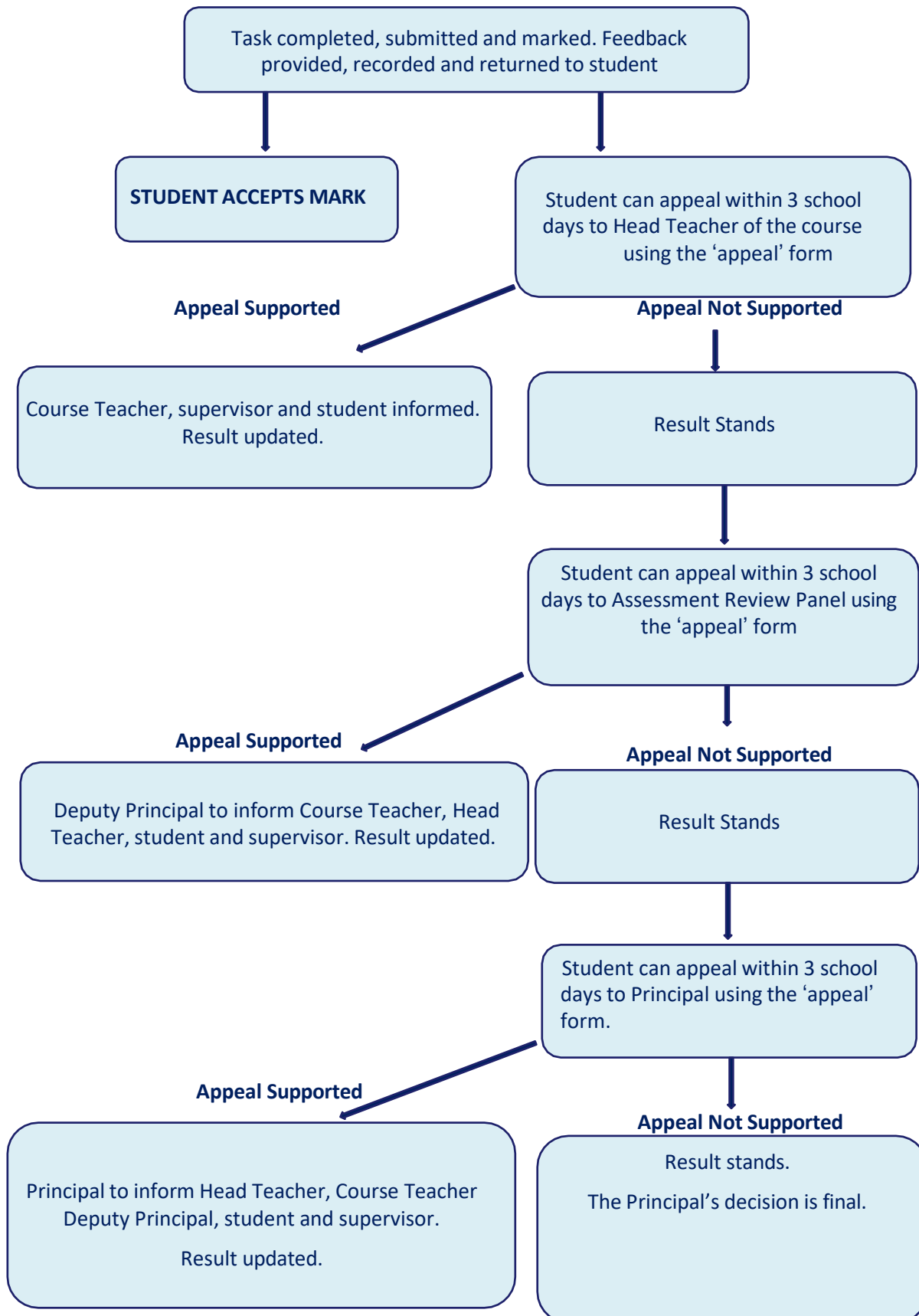


## Appendix 2 - Illness/Misadventure flow chart



## Appendix 3 – Assessment task result appeal flow chart

### ASSESSMENT TASK RESULT APPEAL PROCESS



# Example of official notification



DATE

SUPERVISOR  
ADDRESS:

Dear Mr & Mrs EXAMPLE SUPERVISOR,

**OFFICIAL NOTIFICATION – Possible non-completion of a Year 12 Course**

This notification is to advise you that **STUDENT** in Year 12 is in danger of not meeting the course requirements for **TEST course**. This is **notification number 1** issued concerning student's enrolment in TEST course.

**What does this mean?**

When a student falls behind with their work the NSW Education Standards Authority (NESA) requires us to issue a notification. The notification lists the work to be completed and the time-frame for completion, so that the student has the opportunity to catch up and meet their course requirements.

**Course Completion Criteria**

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- A  followed the course developed or endorsed by the NSW Education Standards Authority
- B  applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- C  achieved some or all of the course outcomes.

As at the date of this notification, Joe has not satisfactorily met all of the NESA course requirements as specified above. The unmet course requirements are indicated with a cross in the above list.

Where it is decided that a student has not met the course requirements they place themselves at risk of receiving an 'N' determination (non-completion of course determination). An 'N' determination will mean that the course will not be listed on the student's Record of School Achievement (ROSA) or Higher School Certificate. This may also place their eligibility to complete Year 12 in jeopardy depending on commitment to their study plans.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for Joe to satisfy the course requirements, the listed items need to be completed within the specified timeframe.

**Our school stands proudly on Bundjalung land**  
2-40 Chickiba Drive, East Ballina NSW 2478 T 02 6681 0300 F 02 6681 0499  
E southerncrossschoolofdistanceeducation@det.nsw.edu.au W sthcrssc-d.schools.nsw.gov.au



DATE

If this notification is in regard to an assessment task, then in accordance with Southern Cross School of Distance Education Guidelines, **STUDENT** has subsequently been given a mark of 0 for this task. Should you require further clarification, please contact **STUDENT'S** teacher and refer to the relevant Assessment Policy.

To successfully meet the NESA course requirements, the following tasks need to be satisfactorily completed by Joe, within the given timeframe as shown below.

Course Requirement/s	Initial Due Date	Action Required by Student	Due Date for Completion
Example of the requirements eg: <b>STUDENT</b> has not completed Learning Activity Number #, #	2 March 2025	Example of action required eg: <b>STUDENT</b> needs to complete and return Learning Activity Number #, #	1 April 2025
These learning activities are to be completed in addition to the requirement of returning one learning activity per week as outlined in the course overview.		<b>STUDENT</b> has two previous Official Notification Letters outstanding: Letter 1 - Task 1 due DATE. Letter 2 - Adjusted Learning Activities 12 - 15 due DATE.  <b>STUDENT</b> is encouraged to contact their teacher to discuss how they can best redeem these Official Notification Letters. My number is	

Yours sincerely,

Principal

**Our school stands proudly on Bundjalung land**  
2-40 Chickiba Drive, East Ballina NSW 2478 T 02 6681 0300 F 02 6681 0499  
E southerncrossschoolofdistanceeducation@det.nsw.edu.au W sthcrssc-d.schools.nsw.gov.au



DATE

**If you require clarification or assistance with this notification, please contact **STUDENT'S** teacher, **TEACHER NAME** on 66810XXX or teacher.name@det.nsw.edu.au.**

**Acknowledgement and receipt**

Please sign and complete this form as acknowledgement that you have read and understood the requirements, and return to the school as soon as possible.

Student:

Supervisor:

Course: TEST course

Teacher:

Head Teacher:

**Declaration / Acknowledgement - Re: Requirements for the satisfactory completion of the Year 12 course.**

I have received the notification dated xxxxxxxx indicating that **STUDENT** is in danger of not having satisfactorily completed the NESA course requirements for TEST course.

I am aware that this course may not appear on the Higher School Certificate.

I am also aware that the 'N' determination may make **STUDENT** ineligible for the subsequent award of the Higher School Certificate.

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Our school stands proudly on Bundjalung land**  
2-40 Chickiba Drive, East Ballina NSW 2478 T 02 6681 0300 F 02 6681 0499  
E southerncrossschoolofdistanceeducation@det.nsw.edu.au W sthcrssc-d.schools.nsw.gov.au

## Abbreviations used in this document

NESA	NSW Education Standards Authority
ATAR	Australian Tertiary Admission Rank
SCSoDE	Southern Cross School of Distance Education
RoSA	Record of Student Achievement
HSC	Higher School Certificate
KLA	Key Learning Areas
VET	Vocational Education and Training
RTO	Registered Training Organisation
DEMS	Distance Education Management System

## A Glossary of Key Words

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

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation.
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size.
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between.
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into

---

Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole