

# 2024

# Year 11

# Assessment Booklet

Refer to our website for the most recent version of this documentation  
<https://sydneyh-d.schools.nsw.gov.au/>

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Sydney Distance Education High School



This booklet contains essential information for students in Year 11 in 2024:

- Assessment Requirements
- Assessment Policies and Procedures
- Assessment Schedules

- Read this booklet and retain for future reference
- Email the completed return slip (on page 3) to Sydney Distance Education High School
- Assessment Record Cards are included for record keeping purposes

### Sydney Distance Education High School

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Please refer to the *Guide for Students and Supervisors* on our school website for up to date contact details.  
<https://sydneyh-d.schools.nsw.gov.au/about-our-school/rules-and-policies.html>

# Return Slip

To be completed after reading this booklet



Attention: Head Teacher Teaching and Learning (Assessment)  
Sydney Distance Education High School  
Locked Bag 5000  
POTTS POINT NSW 1335

Student's Name: .....

I have read the explanations of my responsibilities and the general school procedures relating to Year 11 Assessment.

Student's signature: .....

Date: .....

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

Supervisor's name: .....

I have read and noted the contents of this booklet.

Supervisor's signature: .....

Date: .....

**Please complete this slip and return immediately via email to  
[sydneyh-d.enrolments@det.nsw.edu.au](mailto:sydneyh-d.enrolments@det.nsw.edu.au)**

# Contents

<b>Return Slip</b> .....	<b>3</b>	Marine Studies.....	40
<b>Preface</b> .....	<b>5</b>	Mathematics Advanced .....	41
<b>Common Grade Scale for Year 11 Courses</b> .....	<b>6</b>	Mathematics Extension 1 .....	42
<b>Part 1 – Year 11 Course Assessment Policy and Procedures</b> .....	<b>7</b>	Mathematics Standard .....	43
<b>NSW Education Standards Authority (NESA) Requirements</b> .....	<b>8</b>	Modern History .....	44
<b>Sydney Distance Education High School Requirements</b> .....	<b>9</b>	Music 2 .....	45
<b>Assessment Task Form</b> .....	<b>14</b>	Music 1 .....	46
<b>Part 2 – Assessment Task Schedules Year 11 Courses</b> .....	<b>15</b>	Numeracy .....	47
Aboriginal Studies .....	16	PDHPE.....	48
Agriculture .....	17	Photography, Video and Digital Imaging .....	49
Ancient History .....	18	Physics .....	50
Biology .....	19	Retail Services VET (SIR30216) .....	51
Business Services VET (BSB30120).....	20	Society and Culture.....	52
Business Studies .....	21	Software Engineering .....	53
Chemistry.....	22	Sport, Lifestyle and Recreation – 2 Units.....	54
Community and Family Studies .....	23	Sport, Lifestyle and Recreation – 1 Unit .....	55
Computing Applications.....	24	Studies of Religion – 2 Units .....	56
Design and Technology .....	25	Studies of Religion – 1 Unit.....	57
Earth and Environmental Science .....	26	Textiles and Design .....	58
Economics.....	27	Visual Arts.....	59
Engineering Studies .....	28	Visual Design.....	60
English Advanced.....	29	Work Studies – 2 Units .....	61
English Standard .....	30	Work Studies – 1 Unit.....	62
English Extension 1 .....	31	<b>Calendar 2024</b> .....	<b>63</b>
English Studies .....	32	<b>Record of Assessment Tasks</b> .....	<b>67</b>
Enterprise Computing.....	33	Personal Result Sheet .....	67
Exploring Early Childhood.....	34	Student's Record of Assessments.....	68
Food Technology .....	35	Supervisor's Record of Assessments.....	69
Geography .....	36		
Hospitality (Cookery) VET (SIT20421) .....	37		
Industrial Technology – Multimedia .....	38		
Legal Studies .....	39		

# Preface

## Year 11 NSW Education Standards Authority (NESA) Information

### NSW Record of School Achievement

Year 11 courses of study add to Year 10 courses in building towards the credential called the NSW Record of School Achievement.

The Record of School Achievement (RoSA) is:

- a record of achievement for students who leave school prior to receiving their HSC
- available when a student leaves school any time after they complete Year 10
- cumulative and recognises a student's achievements until the point they leave school
- reports results of school-based assessment, not external tests
- shows a result for all courses completed in Year 10 and Year 11

Core and elective courses that have been satisfactorily completed in Stage 5 (Years 9 and 10) will be reported on the Record of School Achievement using A to E grades (or equivalent) that have been determined by the school and based on the school's assessment program. The other mandatory curriculum requirements that have been met will also be listed.

Satisfactory completion of a course requires that the student apply themselves with diligence and sustained effort to the set tasks and experiences provided by the school.

Students who go on to complete the appropriate requirements will be awarded their Higher School Certificate.

**This booklet** contains important information about school-based assessment for students commencing Year 11 courses.

**Part 1** of this booklet outlines policies and procedures that Sydney Distance Education High School follows to ensure the school assessment program is administered in accordance with NSW Education Standards Authority (NESA) requirements. Students are expected to be familiar with these policies and procedures.

**Part 2** contains course specific assessment schedules.

# Common Grade Scale for Year 11 Courses

The Common Grade Scale is used to report student achievement in Year 11 in all NSW schools.

The scale describes performance at each of the five grade levels.

## **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.

# **Part 1**

**Year 11**

**Assessment Policy and Procedures**

# NSW Education Standards Authority (NESA) Requirements

## Satisfactory completion of Year 11 courses

- 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 academic 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.
- Year 11 courses are completed by the end of Term 3. Higher School Certificates courses begin in Term 4.
- 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

For each Year 11 course, the school is required to prepare and administer an assessment program in accordance with specifications in the syllabus.

### **NESA developed courses (also called Board developed courses)**

Year 11 students complete school-based assessments, based on mandatory weightings and components as set out in the syllabus for each course being studied.

School assessment marks gained by students during Year 11 courses do not accumulate or contribute towards Year 12 Higher School Certificate course assessment.

### **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.



# Sydney Distance Education High School

## Requirements

### **Delivery and submission of assessment tasks in Year 11**

Assessment tasks are delivered to students and submitted by students through the **SDEHS elearning site**.

The assessment task notification will provide all the necessary information about the task. Notifications for each task are emailed to students and supervisors.

### **End-course examinations**

The Year 11 end-course examinations are held in Weeks 7 and 8 of Term 3, as shown on the course outline for each course.

The delivery and submission procedures for the examinations are reviewed each year and may be different from the other assessment tasks.

Further information, including the scope, format and timetable for these examinations will be provided for students and supervisors in Term 3.

## Course Assessment Schedules

Course Assessment Schedules provide students with the general nature, weighting and timing of formal tasks. The schedules for all courses are in Part 2 of this booklet.

Course teachers advise in writing the precise timing and nature of the task, at **least two weeks** before the task commences. This **task notification** is **emailed** to students and supervisors.

It is the **student's responsibility to be alert to the notification** and **due date** of tasks by reference to the Assessment Schedule. If uncertain about a task, students/supervisors should communicate directly with the course teacher or course head teacher.

### **Changes to Course Assessment Schedules**

Under certain circumstances, head teachers may find it necessary to vary their assessment schedules. Students and supervisors will be informed by email, with at least two weeks notice of the variation for any task being brought forward. The notice may be less than two weeks if the task is being moved to a later date.

## Key responsibilities

### Supervisor

It is the responsibility of the supervisor to support the student to meet the assessment requirements for their HSC course.

- **Follow all instructions** given for the assessment task, in the notification and on the task itself.
- **Comply** with all NESAs requirements for Major Projects / Works. The supervisor will receive a letter from SDEHS regarding progress reports for a Major Project / Work.

### Student

- **Follow all instructions** given for the task, in the notification and on the task itself.
- **Follow the principles set out in HSC: All My Own Work** and make a **genuine and serious attempt in all tasks**. If a student is deemed to have engaged in malpractice, or to have made a non-serious attempt, a mark of **ZERO** is awarded for that task. (See Malpractice, page 12)
- **Keep records of the progress of your work**, for example draft versions or timestamped Google or Word documents. It is also recommended that students **back-up** assessment tasks on an **external drive**, or use **cloud storage** such as OneDrive or Google Drive, to avoid loss in the event of hard drive failure. OneDrive and Google Drive provide built-in version histories.
- **Complete and submit all tasks by** the published due dates. A **ZERO** result is given for **all late** assessment tasks. Students have access to an Illness and Misadventure process to cover genuine illness and misadventure which results in late submission.
- **Keep a final copy** of all assessment tasks. 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. It is recommended that this copy be stored on an **external drive**, or **cloud storage** such as OneDrive or Google Drive. This copy will:
  1. provide the student with the opportunity to submit a replacement task if the correct processes for submission have not been followed; and
  2. provide proof to the teacher that they have attempted/completed the task according to instructions.

Tasks that are completed on electronic devices should be appropriately saved and should **not** be deleted, until the marked task is returned from your teacher.

## Disability provisions

The supervisor may apply disability provisions for the completion of the assessment task if the student has been granted such provisions by NESAs or by the SDEHS or home school's Learning and Support Team, or in accordance with the adjustments and accommodations agreed upon in the student's current Personalised Learning and Support Plan.

## Non-submission or late submission

A **ZERO** result is given for ALL assessment tasks not submitted on time.

Students have access to an Illness and Misadventure process to cover genuine illness and misadventure resulting in late submission.

## Illness/Misadventure/Extraordinary Circumstances Applications

Students may be eligible for consideration for illness/misadventure/extraordinary circumstances if, immediately prior to or during an assessment task, an illness, misadventure or extraordinary event occurs that is unforeseen or beyond the student's control.

The circumstances **not** covered include, but are not limited to:

- disabilities for which disability provisions have already been granted, unless an unforeseen episode occurs during the assessment task or further difficulties occur
- long-term illness, unless the student suffers a 'flare-up' of the condition immediately before or during the assessment task
- matters avoidable by the student, such as misreading the assessment schedule and due date
- computer malfunction or technology breakdown, or failure to save responses throughout the task's completion
- long-term matters relating to loss of preparation time or study facilities, or alleged inadequacies of teaching.

**To apply**, the supervisor completes the SDEHS Assessment Task Form found on the SDEHS website, and emails it to the **head teacher** of the course immediately.

- The form must be submitted **before** the due date of the task, along with **independent documentation** to support the application.
- The supporting documentation, typically a medical certificate, **must** specify the time period that the student is unable to complete the task. This time period must coincide wholly or partially with the task timeframe.
- Where a medical certificate is provided, the school may seek authentication from the issuing medical practitioner where it is deemed necessary. This is to ensure maximum support is provided to the student in meeting outcomes as set out by NESAs.
- Medical certificates from websites are not acceptable documentation to support the application.

The head teacher will advise the supervisor of the **outcome** of the application. The outcome will be one of the following:

- an extension of time or rescheduling of the task. The extended or rescheduled date can be the day immediately following the medical certificate expiry.
- an alternate task
- in exceptional circumstances only, and requiring the authorisation of the Assessment Review Panel, an exemption and the use of an estimate may be approved. The estimate mark for the exempt task is determined at the end of the course.

## Malpractice

Malpractice is any attempt to gain an unfair advantage over other students. Malpractice is addressed directly by NESA in *HSC: All My Own Work*, completed by all students.

Types of malpractice in HSC assessment tasks may include, but are not limited to:

- using the words, ideas, designs or workmanship of others without acknowledgement
- copying from another student
- paying someone to write or prepare an assessment task
- being in possession of unauthorised notes or electronic devices during a test or examination
- a non-serious attempt that is deemed to be frivolous or offensive.

Malpractice in any form is unacceptable.

**The use of generative AI tools in assessment tasks, unless instructed by the task itself, is regarded as malpractice.**

SDEHS uses an AI detection tool within the elearning site for assessment tasks.

If malpractice is **suspected**, the investigation is managed by a panel consisting of the faculty head teacher, the deputy principal responsible for that faculty, and a head teacher from another faculty.

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

In the case of 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 diaries, 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 NESA warning letter sent to the student/supervisor.

## Malpractice records

As required by NESA, SDEHS maintains a register of proven malpractice.

## Use of generative AI in course work

Students should note that the principles and practices set out in *HSC: All My Own Work* mean that the use of generative AI tools in course work, unless instructed by the task itself, is not permitted.

## School-based Assessment Task Appeals Procedure

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 **7 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 SDEHS *Assessment Task Form (Appeal against a task result)* found on the SDEHS website must be submitted to the head teacher by email.

Appeals are referred to the **Assessment Review Panel** for determination. The panel comprises a deputy principal, the Head Teacher Teaching and Learning (Assessment and Reporting) and a member of the executive from another faculty.

If the appeal is upheld, the decision of the panel will override any warning letters issued for that task.

## Invalid or unreliable tasks

In rare circumstances, if a task is found to be invalid or fails to discriminate, students will be informed by email by the head teacher of the course. The Principal may determine that the weighting of the task be reduced, and a new task added with weightings adjusted accordingly. A minimum of two weeks notice would be given for the added task.

## Official Warning Letters

Where a student fails to comply with NESAs or school requirements for the satisfactory completion of the Higher School Certificate course, the supervisor will receive an **official warning letter** from the school outlining the nature of any outstanding learning responses or assessment tasks. The warning letter is designed to give the student the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter's requirements in full.

If a warning letter is issued for an assessment task, and the student has an appeal related to that task upheld, then the appeal decision overrides the warning letter for that task.

Failure by the student to respond to the requests made in official warning letters may lead to the issue of an **'N' determination** in that course, indicating non-completion of course requirements. An 'N' Determination will mean that the student may not be eligible for the award of the Higher School Certificate.

If you receive a NESAs 'N' determination in a Year 11 course and you intend to study it in Year 12 you will be provisionally enrolled in the Year 12 course until the end of the 'N' determinations process which is usually in Term 4 Week 3. If the 'N' determination is not redeemed by this time you will be removed from the Year 12 course.

## SDEHS Assessment Task Form

Tick either 1 or 2

**1.  Illness or Misadventure or Extraordinary Circumstances Application**

This form must be submitted to the Head Teacher of the course by email, as early as possible and not later than the submission date.

**OR**

**2.  Appeal against a task result**

This form must be submitted to the Head Teacher of the course by email, within 7 days of notification of the result.

Section 1: To be completed by supervisor			
Student name		Year	
Course	Task no.	Due date	
<b>Explain the reason for this application</b>			
Supporting documentation must be attached (please tick) <input type="checkbox"/> Doctor's certificate <input type="checkbox"/> Other			
Supervisor name			Date
Section 2: To be completed by Head Teacher			
<input type="checkbox"/> Extension of time without penalty		Revised due date	
<input type="checkbox"/> Alternate task		Revised due date	
<input type="checkbox"/> Zero mark awarded. Task to be completed for demonstration of outcomes		Revised due date	
<b>Explanation</b>			
Head Teacher name			Date
<b>Right of appeal to Assessment Review Panel:</b> A student and/or supervisor has the right to appeal this decision, within 7 days of its notification. To appeal, the supervisor must submit this form PLUS a written response stating the grounds for appeal, to the course Head Teacher. The decision of the panel is final.			
Section 3: To be completed by Assessment Review Panel			
<b>Assessment Review Panel decision</b>			
<input type="checkbox"/> Appeal upheld		Revised due date	
<input type="checkbox"/> Task to be marked without penalty			
<input type="checkbox"/> Alternate task to be provided			
<input type="checkbox"/> Estimate to be given based on evidence <small>(The estimate will not be finalised until the end of the course based on performance across the course)</small>			
<input type="checkbox"/> Appeal denied <b>ZERO</b> mark awarded. Task to be completed for demonstration of outcomes		Revised due date	
<input type="checkbox"/> Other			
<b>Explanation</b>			
Signed			Date

# Part 2

## Assessment Task Schedules Year 11 Courses

Tasks are shown as starting in a specified week of the Course Outline.  
The corresponding dates can be found on the Course Outline  
and on the calendar at the end of this booklet.

The Assessment Task Schedule information is correct for the start of each course.  
Please note that any variations will be communicated to students  
via email by their teachers.

# Aboriginal Studies 2 Units

## Year 11 Course Outcomes

### A student:

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Knowledge & understanding of course content	Investigating, analysis, synthesis & evaluation of information from a variety of sources & perspectives	Research & inquiry methods, including aspects of the local community case study	Communication of information, ideas & issues in appropriate forms
1	Term 1 Week 8	Term 1 Week 10	Essay	Aboriginality and the Land	P1.1, P1.2, P2.1, P2.2, P3.2, 4.1	25	10	–	5	10
2	Term 2 Week 8	Term 2 Week 10	PowerPoint Presentation	International Indigenous Community	P1.2, P2.2, P3.2, P3.3, P4.1, P4.3	35	10	5	10	10
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All Topics	All Course Outcomes	40	20	10	5	5
						<b>100</b>	<b>40</b>	<b>15</b>	<b>20</b>	<b>25</b>



# Agriculture 2 Units

## Year 11 Course Outcomes

### A student:

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings		
							Knowledge & understanding of course content	Knowledge, understanding & skills required to manage agricultural production systems	Skills in effective research, experimentation & communication
1	Term 1 Week 1	Term 2 Week 1	Practical project & typed report	Plant production: Plant growth study	P1.1, P2.1, P3.1, P4.1	30	10	15	5
2	Term 1 Week 11	Term 3 Week 1	Practical project & typed report	Animal production: Poultry growth study	P1.1, P2.3, P3.1, P4.1	30	10	15	5
3	Term 3 Weeks 7-8	Term 3 Weeks 7-8	Examination-style task	End of course exam: all content	P1.1, P1.2, P2.2, P2.3, P3.1, P4.1, P5.1	40	20	10	10
						<b>100</b>	<b>40</b>	<b>40</b>	<b>20</b>

# Ancient History 2 Units

## Year 11 Course Outcomes

### A student:

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Knowledge & understanding of course content	Historical skills in the analysis & evaluation of sources & interpretations	Historical inquiry & research	Communication of historical understanding in appropriate forms
1	Term 1 Week 8	Term 1 Week 11	Source Analysis	List B Case Study	AH11 3; 5; 6; 7; 9; 10	30	15	5	5	5
2	Term 2 Week 5	Term 2 Week 9	Research Task	Historical Investigation	AH11 4; 6; 7; 8; 9; 10	30	–	10	15	5
3	Term 3 Weeks 7-8	Term 3 Weeks 7-8	Examination-style task	All topics	AH11 1; 2; 3; 4; 5; 7; 9	40	25	5	–	10
						<b>100</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>

# Biology 2 Units

## Year 11 Course Outcomes

A student:

- BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11/12-5 analyses and evaluates primary and secondary data and information
- BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
- BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Skills in Working Scientifically
1	Term 1 Week 10	Term 1 Week 11	Research Task/Practical Investigation	Cells as the Basis of Life	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8	30	10	20
2	Term 2 Week 7	Term 2 Week 8	Depth Study 2	Cells as the Basis of Life and the Organisation of Living Things	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	30	10	20
3	Term 3 Weeks 7-8	Term 3 Weeks 7-8	Examination-style task	All topics	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	20	20
						<b>100</b>	<b>40</b>	<b>60</b>

# Business Services VET

# 2 Unit Course (BSB30120)



**BUSINESS SERVICES ASSESSMENT SCHEDULE**  
**Year 11 2024**  
 Qualification: BSB30120 Certificate III in Business  
 Training Package: BSB Business Services (version 8)

RTO - Department of Education - 90333, 90222, 90072, 90162

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		Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry	Preliminary Exam*
		Start: Week 1 Term 1 Complete: Week 9 Term 1	Start: Week 10 Term 1 Complete: Week 6 Term 2	Start: Week 7 Term 2 Complete: Week 4 Term 3	Week 7 & 8 Term 3
Code	Unit of Competency				
BSBTEC201	Use business software applications	X			
BSBTEC202	Use digital technologies to communicate in the work environment	X			
BSBWHS311	Assist in maintaining workplace safety		X		
BSBINS302	Organise workplace information		X		
BSBXCM301	Engage in workplace communication			X	
BSBOPS201	Work effectively in business environments			X	

Depending on the achievement of units of competency, the possible qualification outcome is **Certificate III in Business BSB30120** or a **Statement of Attainment towards Certificate III in Business BSB30120**  
**The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

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

**Note:** 35 hours of work placement is mandatory.

# Business Studies 2 Units

## Year 11 Course Outcomes

### A student:

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Knowledge & understanding of course content	Stimulus based skills	Inquiry & research	Communication of business information, ideas & issues in appropriate forms
1	Term 1 Week 10	Term 1 Week 10	Open Book Test	Topic 1: Nature of Business Due: Friday 5/4/2024	P1, P2, P6, P8, P9	20	10	10	–	–
2	Term 2 Week 8	Term 2 Week 9	Research Task Business Plan	Topic 2: Business Planning Due: Friday 28/6/2024	P1, P2, P4, P6, P7, P8, P9, P10	40	10	–	20	10
3	Term 3 Weeks 7-8	Term 3 Weeks 7-8	Examination-style task	Topic 1: Nature of Business Topic 2: Business Planning Topic 3: Business Management	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	40	20	10	-	10
						<b>100</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>

# Chemistry 2 Units

## Year 11 Course Outcomes

### A student:

- CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11/12-5 analyses and evaluates primary and secondary data and information
- CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter
- CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11 analyses the energy considerations in the driving force for chemical reactions

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Skills in working scientifically	Knowledge & understanding of course content
1	Term 1 Week 10	Term 1 Week 11	Research Task / Practical investigation	Module 1: Properties and Structure of Matter	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	30	20	10
2	Term 2 Week 8	Term 2 Week 9	Depth Study	Module 2: Introduction to Quantitative Chemistry	CH11/12-1, CH11/12-3, CH11/12-4, CH11/12-6, CH11/12-7, CH11-9	30	20	10
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	ALL	ALL	40	20	20
						<b>100</b>	<b>60</b>	<b>40</b>

# Community and Family Studies      2 Units

## Year 11 Course Outcomes

### A student:

- P1.1 describes the contribution an individual’s experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the inter-relationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision-making
- P7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- P7.2 develops a sense of responsibility for the wellbeing of themselves and others
- P7.3 appreciates the value of resource management in response to change
- P7.4 values the place of management in coping with a variety of role expectations

## Year 11 Assessment Task Schedule      Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding	Skills
1	Term 2 Week 1	Term 2 Week 3	Research Task	Resource Management	P1.2, P4.2, P5.1, P6.1	25	10	15
2	Term 2 Week 8	Term 2 Week 9	Case Study	Individuals and Groups	P1.2, P2.1, P2.3, P4.2, P6.2	35	10	25
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All course topics	All	40	20	20
						<b>100</b>	<b>40</b>	<b>60</b>

# Computing Applications      2 Units

## Year 11 Course Outcomes

*A student:*

- 1.1 describes the function and application of a variety of computer software
- 1.2 applies computing terminology appropriately in practical situations
- 1.3 uses appropriate computer software in a given context
- 2.1 describes aspects of human activity which have developed into computer applications
- 2.2 explains the principles and functions of specific hardware components
- 2.3 evaluates the suitability of hardware in a particular context
- 3.1 applies a range of project management techniques in the development of a solution
- 3.2 analyses and documents the steps involved in problem-solving and applies them to producing computer-based solutions
- 4.1 identifies and reflects on the social and technological implications when making decisions about the use of computer software
- 4.2 evaluates the use of a computer-based solution compared to non-computer solutions
- 4.3 identifies social and ethical issues related to the use of computer software
- 5.1 evaluates the suitability of software applications in a particular context

## Year 11 Assessment Task Schedule      Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge and understanding outcomes and course content	Skills outcomes and course content
1	Term 1 Week 8	Term 2 Week 4	Design Project	Hardware & Software Skills Desktop Publishing	1.2, 1.3, 5.1	30	10	20
2	Term 2 Week 10	Term 3 Week 6	Design Project	Graphics Multimedia	3.1, 4.1, 4.2, 4.3	40	15	25
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All course topics	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3, 5.1	30	25	5
						<b>100</b>	<b>50</b>	<b>50</b>



# Design and Technology 2 Units

## Year 11 Course Outcomes

A student:

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge and understanding of course content	Knowledge and skills in designing, producing and evaluating design projects
1	Term 1 Week 6	Term 2 Week 1	Designer multimedia presentation	Designers & Design	P1.1, 3.1, 5.1, 5.2	30	10	20
2	Term 2 Week 2	Term 2 Week 9	Practical project	Designing & Producing	P4.1, 4.2, 4.3, 5.3	30	10	20
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All course topics	P2.1, 2.2, 6.1, 6.2	40	20	20
						<b>100</b>	<b>40</b>	<b>60</b>

# Earth and Environmental Science 2 Units

## Year 11 Course Outcomes

*A student:*

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task to be Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Skills in working scientifically	Knowledge & understanding of course content
1	Term 1 Week 9	Term 1 Week 10	Investigation / Research Task	Human Impacts	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-11	30	25	5
2	Term 3 Week 3	Term 3 Week 4	Depth Study	Energy Transformations	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-10	30	25	5
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All four modules	All outcomes	40	10	30
						<b>100</b>	<b>60</b>	<b>40</b>

# Economics 2 Units

## Year 11 Course Outcomes

### A student:

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Knowledge & Understanding of course content	Stimulus based skills	Inquiry and Research	Communication of economic information, ideas & issues in appropriate forms
1	Term 1 Week 7	Term 1 Week 9	Research	Economies Similarities & Differences	P1, P2, P3, P4, P8, P9, P10, P12	30	5	–	15	10
2	Term 2 Week 3	Term 2 Week 3	Open Book Test	Introduction (Topics 1) Consumers & Businesses (Topic 2) Markets (Topic 3)	P1, P2, P3, P5, P7, P8, P10, P11	30	10	10	5	5
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All Topics	All except P12	40	20	10	5	5
						<b>100</b>	<b>35</b>	<b>20</b>	<b>25</b>	<b>20</b>

# Engineering Studies 2 Units

## Year 11 Course Outcomes

A student:

- P1.1 identifies the scope of engineering and recognises current innovations
- P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering
- P2.1 describes the types of materials, components and processes and explains their implications for engineering development
- P2.2 describes the nature of engineering in specific fields and its importance to society
- P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice
- P3.2 develops written, oral and presentation skills and applies these to engineering reports
- P3.3 applies graphics as a communication tool
- P4.1 describes developments in technology and their impact on engineering products
- P4.2 describes the influence of technological change on engineering and its effect on people
- P4.3 identifies the social, environmental and cultural implications of technological change in engineering
- P5.1 demonstrates the ability to work both individually and in teams
- P5.2 applies management and planning skills related to engineering
- P6.1 applies knowledge and skills in research and problem-solving related to engineering
- P6.2 applies skills in analysis, synthesis and experimentation related to engineering

## Year 11 Assessment Task Schedule

Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Knowledge & skills in research, problem solving & communication related to engineering practices
1	Term 2 Week 3	Term 2 Week 6	Class work Research	Braking Systems Part 1 and Part 4 3 week research task	P1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1, 6.2	20	10	10
2	Term 2 Week 10	Term 3 Week 3	Engineering report and class work	Biomedical device study	P1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 6.1, 6.2	40	20	20
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	Engineering fundamentals, Engineered products, Braking systems and Biomedical engineering	P1.1, 1.2, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 6.1	40	25	15
						<b>100</b>	<b>55</b>	<b>45</b>

# English Advanced 2 Units

## Year 11 Course Outcomes

### A student:

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

## Year 11 Assessment Task Schedule

Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Skills in responding to texts & communication of ideas appropriate to audience, purpose & context across all modes
1	Term 1 Week 9	Term 1 Week 10	Imaginative Text	Common Module: Reading to Write	EA11-3, EA11-5, EA11-9	30	15	15
2	Term 2 Week 7	Term 2 Week 8	Multimodal Presentation	Module A	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	40	20	20
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	Module B	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	30	15	15
						<b>100</b>	<b>50</b>	<b>50</b>

# English Standard      2 Units

## Year 11 Course Outcomes

### A student:

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

## Year 11 Assessment Task Schedule      Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Skills in responding to texts & communication of ideas appropriate to audience, purpose & context across all modes
1	Term 1 Week 9	Term 1 Week 10	Imaginative Text	Common Module: Reading to Write	EN11-3, EN11-5, EN11-9	30	15	15
2	Term 2 Week 7	Term 2 Week 8	Multimodal Presentation	Module A: Contemporary Possibilities	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	40	20	20
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	Module B: Close Study of Literature	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	30	15	15
						<b>100</b>	<b>50</b>	<b>50</b>

# English Extension 1      1 Unit

## Year 11 Course Outcomes

### A student:

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

## Year 11 Assessment Task Schedule      Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of texts & why they are valued	Skills in complex analysis composition & investigation
1	Term 1 Week 10	Term 1 Week 11	Imaginative Response	Shakespearian Drama	EE 11-2, EE11-3, EE11-6	15	5	10
2	Term 2 Week 8	Term 2 Week 9	Comparative Essay	Film	EE 11-1, EE11-2, EE11-3, EE11-5	15	10	5
3	Term 3 Week 7	Term 3 Week 8	Multimodal Presentation: Related Research Project	Texts, Culture and Values	EE 11-1, EE11-2, EE 11-3, EE11-4, EE11-5	20	10	10
						<b>50</b>	<b>25</b>	<b>25</b>

# English Studies 2 Units

## Year 11 Course Outcomes

### A student:

- ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4 composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7 represents own ideas in critical, interpretive and imaginative texts
- ES11-8 identifies and describes relationships between texts
- ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Skills in comprehending texts, communicating ideas, using language accurately, appropriately & effectively
1	Term 1 Week 9	Term 1 Week 9	Written Report	Achieving through English	ES11-1, ES11-4 ES11-5, ES11-6	30	15	15
2	Term 2 Week 8	Term 2 Week 9	Multimodal Presentation	Playing the Game	ES11-2, ES11-6, ES11-7, ES11-8	30	15	15
3	Term 3 Week 7	Term 3 Week 7	Collection of Classwork	All modules	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	40	20	20
						<b>100</b>	<b>50</b>	<b>50</b>



# Enterprise Computing 2 Units

## Year 11 Course Outcomes

### A student:

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Skills in practical application
1	Term 1 Week 6	Term 1 Week 11	Project	Interactive Media and UX	EC-11-04, EC-11-08, EC-11-09, EC-11-11	25	10	15
2	Term 2 Week 5	Term 2 Week 10	Project	Networking Systems and Social Computing	EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	35	10	25
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All topics	EC-11-01, EC-11-02, EC-11-03, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09, EC-11-10, EC-11-11	40	30	10
						<b>100</b>	<b>50</b>	<b>50</b>

# Exploring Early Childhood 1 Unit

## Year 11 Course Outcomes

*A student:*

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding	Skills
1	Term 2 Week 1	Term 2 Week 3	Research Task	Play and the Developing Child	1.4, 2.2, 2.4	30	10	20
2	Term 2 Week 8	Term 2 Week 9	Observation	Promoting Positive Behaviour	1.2, 1.4, 2.4, 3.1, 4.1	30	20	10
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All topics	All course outcomes	40	20	20
						<b>100</b>	<b>50</b>	<b>50</b>

# Food Technology 2 Units

## Year 11 Course Outcomes

### A student:

- P 1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P 1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P 2.1 explains the role of food nutrients in human nutrition
- P 2.2 identifies and explains the sensory characteristics and functional properties of food
- P 3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P 3.2 presents ideas in written, graphic and oral form using computer software where appropriate.
- P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products generates ideas and develops solutions to a range of food situations
- P5.1 generates ideas and develops solutions to a range of food situations

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings		
							Knowledge & understanding of course content	Knowledge & skills in designing, researching, analysing & evaluating	Skills in experimenting with & preparing food by applying theoretical concepts & preparation
1	Term 1 Week 5	Term 1 Week 9	Investigation and Practical	Food Availability & Selection	P1.1, 1.2, 3.2, 4.2	30	10	10	10
2	Term 2 Week 5	Term 2 Week 9	Application and analysis	Food Quality	P2.2, 3.2, 4.1, 4.4	35	5	10	20
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All topics	P1.1, 1.2, 2.1, 2.2, 3.1, 4.3, 5.1	35	25	10	-
						<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>

# Geography 2 Units

## Year 11 Course Outcomes

*A student:*

- GE11-1 examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
- GE11-2 explains geographical processes and influences, at a range of scales, that form and transform places and environments
- GE11-3 explains geographical opportunities and challenges, and varying perspectives and responses
- GE11-4 assesses responses and management strategies, at a range of scales, for sustainability
- GE11-5 analyses and synthesises relevant geographical information from a variety of sources
- GE11-6 identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE11-7 applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
- GE11-8 applies mathematical ideas and techniques to analyse geographical data
- GE11-9 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings		
							Knowledge & understanding of course content	Geographical tools	Geographical inquiry skills
1	Term 1 Week 10	Term 1 Week 10	Topic Research / Open Book	Earth's Natural Systems	1, 2, 5, 6, 7, 8, 9	30	20	5	5
2	Term 2 Week 6	Term 3 Week 1	Research & Fieldwork	Geographical Investigation	1, 2, 5, 6, 7, 8, 9	30	10	5	15
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	Earth's Natural Systems Human Environment Interactions People Patterns and Processes	1, 2, 3, 4, 5, 6, 7, 8, 9	40	30	10	
						<b>100</b>	<b>60</b>	<b>20</b>	<b>20</b>

# Hospitality (Cookery) VET 2 Unit Course (SIT20421)



HOSPITALITY – Cookery ASSESSMENT SCHEDULE  
 Year 11 2024  
 Qualification: SIT20421 Certificate II in Cookery  
 Training Package: SIT Tourism, Travel and Hospitality (version 2.1)

RTO - Department of Education - 90333, 90222, 90072, 90162

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Task 1	Task 2	Preliminary Yearly Exam*
		Start: Week 4 Term 1 Complete: Week 6 Term 2	Start: Week 7 Term 2 Complete: Week 5 Term 3	Week 7 & 8 Term 3
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	X		X
SITXWHS005	Participate in safe work practices	X		X
SITXFSA006	Participate in safe food handling practices	X		X
SITHCC025	Prepare and present sandwiches	X		
SITXCOM007	Show social and cultural sensitivity	X		
SITXCCS011	Interact with customers	X		X
SITHKOP009	Clean kitchen premises and equipment		X	X
SITXINV006	Receive, store and maintain stock		X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards SIT20421 Certificate II in Cookery**.

**The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency for Tasks 1 and 2. Assessment is continuous and includes knowledge quizzes and practical assessment throughout the course. These assessment dates are on the course outline. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

# Industrial Technology – Multimedia 2 Units

## Year 11 Course Outcomes

### A student:

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Knowledge & skills in the management, communication & production of projects
1	Term 1 Week 5	Term 2 Week 3	Animation Task	Design Management and Communication Production	2.2, 3.1, 4.1, 4.2, 5.1, 5.2, 6.2	30	15	15
2	Term 2 Week 5	Term 3 Week 3	Marketing Campaign	Design Management and Communication Production	2.1, 3.1, 3.2, 3.3, 4.2, 4.3, 5.2	40	15	25
3	Term 3 Week 7–8	Term 3 Week 7-8	Examination-style task	All topics	1.1, 1.2, 2.1, 6.1, 6.2, 7.1, 7.2	30	10	20
						<b>100</b>	<b>40</b>	<b>60</b>

# Legal Studies 2 Units

## Year 11 Course Outcomes

### A student:

- P1. identifies and applies legal concepts and terminology
- P2. describes the key features of Australian and international law
- P3. describes the operation of domestic and international legal systems
- P4. discusses the effectiveness of the legal system in addressing issues
- P5. describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6. explains the nature of the interrelationship between the legal system and society
- P7. evaluates the effectiveness of the law in achieving justice
- P8. locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9. communicates legal information using well-structured responses
- P10. accounts for differing perspectives and interpretations of legal information and issues

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings		
							Knowledge & understanding of course content	Investigation & Research	Communication of ideas & issues in appropriate forms
1	Term 1 Week 10	Term 1 Week 10	Open Book Topic Test	The Legal System	P1, P2, P3, P4	30	20	5	5
2	Term 2 Week 10	Term 3 Week 1	Research Task	The Individual and the Law	P1, P4, P5, P7, P8, P9, P10	30	10	10	10
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	The Legal System The Individual and the Law The Law in Practice	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	40	30	5	5
						<b>100</b>	<b>60</b>	<b>20</b>	<b>20</b>

# Marine Studies 2 Units

## Year 11 Course Outcomes

*A student:*

- 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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding	Key competencies / skills
1	Term 1 Week 6	Term 1 Week 7	Research Task	Marine Safety and First Aid, Dangerous Marine Creatures	1.1, 1.3, 2.1, 2.3, 3.1, 5.2, 5.3	30	15	15
2	Term 2 Week 8	Term 2 Week 10	Research and Analysis Task	The Marine Environment; Life in The Sea; Anatomy and Physiology of Marine Organisms; Oceanography	1.1, 1.2, 1.3, 1.4, 1.5, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 5.3	30	15	15
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All topics	All outcomes	40	20	20
						<b>100</b>	<b>50</b>	<b>50</b>



# Mathematics Advanced 2 Units

## Year 11 Course Outcomes

### A student:

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 provides reasoning to support conclusions which are appropriate to the context

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Understanding, fluency & communication	Problem solving, reasoning & justification
1	Term 1 Week 10	Term 1 Week 10	Class Test	F1.1 Functions: Algebraic Techniques F1.2 Functions: Functions and Graphs F1.3 Functions: Functions and Graphs + Study notes	MA11-1, MA11-2, MA11-8, MA11-9	30	15	15
2	Term 2 Week 8	Term 2 Week 8	Investigative Task (1 week)	T1.1 Trig Functions: Functions and identities; T1.2 Radians T2: Trig Functions: Functions and identities C1.1 Calculus; C1.2 Calculus; C1.3 Calculus C1.4 Calculus; Calculating with derivatives	MA11-1, MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	30	15	15
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All topics could be assessed except S1.2 Statistical Analysis (Refer to Task 3 Notification letter)	All outcomes could be assessed	40	20	20
						<b>100</b>	<b>50</b>	<b>50</b>

# Mathematics Extension 1 1 Unit

## Year 11 Course Outcomes

*A student:*

### Advanced

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

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

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

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

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

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

MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

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

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

### Extension 1

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

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

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

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

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

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

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Understanding, fluency & communication	Problem solving, reasoning & justification
1	Term 1 Week 11	Term 1 Week 11	Class Test	<b>F1.1 Graphical relationships,</b> <b>F1.2: Inequalities</b> <b>F1.3 Inverse functions</b> <b>F1.4 Parametric form of a function or relation</b> + Study notes	MA11-1, MA11-2, MA11-8, MA11-9 ME11-1, ME11-2, ME11-6, ME11-7	30	15	15
2	Term 2 Week 8	Term 2 Week 8	Investigative Task (1 week)	T1.1: Trigonometry; <b>T1: Inverse trig functions</b> T1.2: Radians T2: Trig functions and identities <b>T2 Further Trigonometric identities</b> C1.1, C1.2, C1.3 Calculus; C1.4 Calculating with derivatives	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9 ME11-1, ME11-3, ME11-6, ME11-7	30	15	15
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All topics could be assessed except <b>A1.1, A1.2</b> (See Task 3 Notification letter)	All outcomes could be assessed	40	20	20
						<b>100</b>	<b>50</b>	<b>50</b>

# Mathematics Standard 2 Units

## Year 11 Course Outcomes

A student:

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2 represents information in symbolic, graphical and tabular form
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4 performs calculations in relation to two-dimensional figures
- MS11-5 models relevant financial situations using appropriate tools
- MS11-6 makes predictions about everyday situations based on simple mathematical models
- MS11-7 develops and carries out simple statistical processes to answer questions posed
- MS11-8 solves probability problems involving multistage events
- MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Understanding, fluency & communication	Problem solving, reasoning & justification
1	Term 1 Week 10	Term 1 Week 10	Class Test	A1: Algebra F1.2: Financial Mathematics + Study notes	MS11-1, MS11-2, MS11-5, MS11-6, MA11-9, MS11-10	30	15	15
2	Term 2 Week 8	Term 2 Week 8	Investigative Task (1 week)	M1.1, M1.2, M1.3: Measurement	MS11-3, MS11-4, MS11-9, MS11-10	30	15	15
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All topics could be assessed except F1.3 Budgeting and Household expenses (Refer to Task 3 Notification letter)	All outcomes could be assessed	40	20	20
						<b>100</b>	<b>50</b>	<b>50</b>

# Modern History 2 Units

## Year 11 Course Outcomes

### A student:

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Knowledge & understanding of course content	Historical skills in the analysis & evaluation of sources & interpretations	Historical inquiry & research	Communications of historical understanding in appropriate forms
1	Term 1 Week 7	Term 1 Week 10	Research Extended Response	The Decline and Fall of the Romanovs	1-1; 1-2; 1-3; 1-4; 1-5; 1-6; 1-9	30	20	–	5	5
2	Term 2 Week 5	Term 2 Week 9	Research Task	Historical Investigation	1-4; 1-5; 1-6; 1-7; 1-8; 1-9; 1-10	30	–	10	15	5
3	Term 3 Weeks 7-8	Term 3 Weeks 7-8	Examination-style task	Topics TBA	1-1; 1-2; 1-3; 1-4; 1-5; 1-6; 1-7; 1-9	40	20	10	–	10
						<b>100</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>

# Music 2      2 Units

## Year 11 Course Outcomes

*A student:*

- P1 confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
- P2 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
- P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
- P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
- P6 discusses and evaluates music making constructive suggestions about performances and compositions
- P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- P8 understands the capabilities of performing media, explores and uses current technologies as used in current technologies as studied
- P9 identifies, recognises, experiments with, and discusses the use of technology in music
- P10 performs as a means of self-expression and communication
- P11 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P12 demonstrates a willingness to accept and use constructive criticism

## Year 11 Assessment Task Schedule      Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Performance	Composition	Aural	Musicology
1	Term 1 Week 11	Term 2 Week 2	Performance, Sight Singing & Musicology	Mandatory Topic: Baroque, Classical, Romantic	P1, P2, P5, P6, P7, P8, P9, P10, P11, P12	40	25	-	10	5
2	Term 3 Week 3	Term 3 Week 5	Composition	Mandatory Topic: Baroque, Classical, Romantic	P2, P3, P4, P7, P8, P9, P11, P12	25	-	25	-	-
3	Term 3 Week 7-8	Term 3 Week 7-8	Aural / Musicology Examination-style task	Mandatory & Additional Topics	P2, P5, P6, P7, P8, P11	35	-	-	15	20
						<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

# Music 1 2 Units

## Year 11 Course Outcomes

*A student:*

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Musicology	Performance	Composition	Aural
1	Term 1 Week 11	Term 2 Week 1	Composition & Musicology	Composition & Musicology research of stylistic features	P2, P3, P6, P7, P8	35	10	–	25	–
3	Term 2 Week 8	Term 2 Week 9	Performance & Musicology	Solo or ensemble performance with reference to the use of the concepts in the performance	P1, P4, P5, P6	40	15	25	–	–
3	Term 3 Week 7-8	Term 3 Week 7- 8	Aural Skills Examination-style task	Response to four Aural excerpts using a range of concepts	P4, P5, P7, P8	25	–	–	–	25
						<b>100</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>

# Numeracy 2 Units

## Year 11 Course Outcomes

A student:

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding	Skills
1	Term 1 Week 9	Term 1 Week 9	Classic Test	Operations with whole numbers Distance, area and volume	N6.1.1, N6.1.2, N6.1.3, N6.2.1, N6.2.2, N6.3.1, N6.3.2	30	15	15
3	Term 2 Week 9	Term 2 Week 10	Research Task (1 week)	Data, graphs and tables Time	N6.1.1, N6.1.2, N6.1.3, N6.2.1, N6.2.2, N6.2.3, N6.3.1, N6.3.2	30	15	15
3	Term 3 Week 7-8	Term 3 Week 7- 8	Examination-style task	All topics could be assessed	All outcomes could be assessed	40	20	20
						<b>100</b>	<b>50</b>	<b>50</b>

# Personal Development, Health and Physical Education 2 Units

## Year 11 Course Outcomes

A student:

- P1 Identifies and examines why individuals give different meanings to health
- P2 Explains how a range of health behaviours affect an individual's health
- P3 Describes how an individual's health is determined by a range of factors
- P4 Evaluates aspects of health over which individuals can exert some control
- P5 Describes factors that contribute to effective health promotion
- P6 Proposes actions that can improve and maintain an individual's health
- P7 Explains how body systems influence the way the body moves
- P8 Describes the components of physical fitness and explains how they are monitored
- P9 Describes biomechanical factors that influence the efficiency of the body in motion
- P10 Plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15 Forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 Uses a range of sources to draw conclusions about health and physical activity concepts
- P17 Analyses factors influencing movement and patterns of participation

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding	Skills
1	Term 2 Week 1	Term 2 Week 3	Report	First Aid	P6, P12, P15	30	10	20
2	Term 2 Week 8	Term 2 Week 9	Quiz	Body in Motion	P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P17	30	10	20
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All content	All course outcomes	40	20	20
						<b>100</b>	<b>40</b>	<b>60</b>



# Photography, Video and Digital Imaging 2 Units

## Year 11 Course Outcomes

### A student:

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Making	Critical & Historical Studies
1	Term 1 Week 11	Term 2 Week 2	Photographic Practice and Critical / Historical study	Design in the Landscape	M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	35	25	10
2	Term 2 Week 6	Term 2 Week 8	Photographic Practical and Critical / Historical study	Portraits and Manipulated Forms	M1, M2, M5, CH1, CH2, CH3	30	20	10
3	Term 3 Week 3	Term 3 Week 4	Photographic Practice and Critical / Historical study	Photo Documentary	M2, M4, M6, CH2, CH3	35	25	10
						<b>100</b>	<b>70</b>	<b>30</b>

# Physics 2 Units

## Year 11 Course Outcomes

### A student:

- PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11/12-5 analyses and evaluates primary and secondary data and information
- PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
- PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10 explains and analyses waves and the transfer of energy by sound and light and thermodynamic principles
- PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Skills in working scientifically	Knowledge & understanding of course content
1	Term 2 Week 1	Term 2 Week 2	Investigation/Research Task/Topic Test	Electricity and magnetism	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-11	30	25	5
2	Term 3 Week 1	Term 3 Week 2	Depth Study: Investigation/Research Task	Kinematics and/or Dynamics	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	25	5
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All	All	40	10	30
						<b>100</b>	<b>60</b>	<b>40</b>

# Retail Services VET 2 Unit Course (SIR30216)



Ultimo 90072

<b>RETAIL SERVICES ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2024 – HSC 2025</b> QUALIFICATION: SIR30216 Certificate III in Retail Training Package: SIR Release 2.0 Retail Services							NESA course code 2 U X 2 YR 26911 LMBR UI Code: 11SIR30216126911B
TERM	Unit Code	Units of Competency	AQF CORE /	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%
<b>7 PRELIMINARY UOCs</b>							
Term 1	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M M	15 10	<b>Cluster A: Safety</b> Written task, online quiz and teacher observation	240 Indicative Hours over 2 years  35 hrs Work placement  20% Preliminary Exam
Term 2	SIRXCOM002 SIRXIND001	Work effectively in a team Work effectively in a service environment	C E	E E	20 15	<b>Cluster B: Working in the industry</b> Research, self/peer assessment, simulation, presentation	
Term 3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M M M	20 20 20	<b>Cluster C: Customer Service</b> Written, scenario, practical	
<b>7 HSC UOCs</b>							
Term 4-5	SIRXRSK001 SIRXSLS001 SIRXSLS002	Identify and respond to security risks Sell to the retail customer Follow point of sale procedures	C C E	M M M	15 15 20	<b>Cluster D: Sales &amp; Security</b> Teacher observation, written task, portfolio of evidence	35 hrs Work placement  80% Trial HSC Exam
Term 6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	<b>Cluster E: Retail General Selling</b> Assessment Method TBC	The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
Term 7	SIRRINV001 SIRRINV002	Receive and handle retail stock Control stock	E E	E E	15 20	<b>Cluster F: Stock Control</b> Assessment Method TBC	
<i>NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.</i>			Total hours 245		<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>		

# Society and Culture 2 Units

## Year 11 Course Outcomes

*A student:*

- P1 identifies and applies social and cultural concepts
- P2 describes personal, social and cultural identity
- P3 identifies and describes relationships and interactions within and between social and cultural groups
- P4 identifies the features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications for societies and cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings		
							Knowledge & understanding of course content	Application & evaluation of social & cultural research methods	Communication of information, ideas & issues in appropriate forms
1	Term 1 Week 6	Term 1 Week 9	Oral Task	The Social and Cultural World	P1, P3, P6, P9, P10	30	10	10	10
2	Term 2 Week 5	Term 2 Week 8	Research Task	Personal and Social Identity	P1, P2, P3, P5, P8, P10	30	15	5	10
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All topics	All course outcomes	40	25	5	10
						<b>100</b>	<b>50</b>	<b>20</b>	<b>30</b>

# Software Engineering 2 Units

## Year 11 Course Outcomes

### A student:

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Knowledge & skills in the practical application of the content
1	Term 1 Week 7	Term 1 Week 11	Programming Project	Programming Fundamentals	SE-11-01, SE-11-02, SE-11-06, SE-11-07	30	5	25
2	Term 2 Week 9	Term 2 Week 10	Building a Real-world System	Mechatronics	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-07, SE-11-08, SE-11-09	30	5	25
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All topics	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-07, SE-11-08, SE-11-09	40	40	-
						<b>100</b>	<b>50</b>	<b>50</b>

# Sport, Lifestyle and Recreation 2 Units

## Year 11 Course Outcomes

A student:

- 1.1 applies rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings		
							Knowledge & understanding	Skills	Collecting, analysing & organising information
1	Term 2 Week 1	Term 2 Week 3	Case Study	Healthy Lifestyle	1.5, 2.3, 3.5, 4.4	25	10	5	10
2	Term 2 Week 8	Term 2 Week 9	Research Task	Sports coaching and training	1.1, 1.3, 2.1, 2.2, 3.2, 4.5	35	10	15	10
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All course topics	All course outcomes	40	20	10	10
						<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>

# Sport, Lifestyle and Recreation 1 Unit

## Year 11 Course Outcomes

A student:

- 1.1 applies rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings		
							Knowledge & understanding	Skills	Collecting, analysing & organising information
1	Term 2 Week 1	Term 2 Week 2	Case Study	Healthy Lifestyle	1.5, 2.3, 3.5, 4.4	25	10	5	10
2	Term 2 Week 7	Term 2 Week 9	Research Task	Sports coaching and training	1.1, 1.3, 2.1, 2.2, 3.2, 4.5	35	10	15	10
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All course topics	All course outcomes	40	20	10	10
						<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>

# Studies of Religion 2 Units

## Year 11 Course Outcomes

*A student:*

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Knowledge & understanding of course content	Source - based skills	Investigation & research	Communication of information, ideas & issues in appropriate forms
1	Term 1 Week 8	Term 1 Week 9 (closes)	Open book quiz	Nature of Religion and Belief	P1, P2, P5, P8, P9	30	10	10	5	5
2	Term 2 Week 6	Term 2 Week 9	Research Task	Religious Tradition: Depth Studies	P3, P4, P5, P6, P7, P8, P9	30	10	5	10	5
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All topics	P1, P2, P3, P4, P5, P6, P7, P8, P9	40	20	5	5	10
						<b>100</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>



# Studies of Religion 1 Unit

## Year 11 Course Outcomes

### A student:

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings			
							Knowledge & understanding of course content	Source-based skills	Investigation & research	Communication of ideas & issues in appropriate forms
1	Term 1 Week 8	Term 1 Week 9 (closes)	Open book quiz	Nature of Religion and Belief	P1, P2, P5, P8, P9	30	10	10	5	5
2	Term 2 Week 6	Term 2 Week 9	Research Task	Religious Tradition: Depth Studies	P3, P4, P5, P6, P7, P8, P9	30	10	5	10	5
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All topics	P1, P2, P3, P4, P5, P6, P7, P8, P9	40	20	5	5	10
						<b>100</b>	<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>

# Textiles and Design 2 Units

## Year 11 Course Outcomes

### A student:

- P1.1 describes the elements and principles of design and uses them in a variety of applications
- P1.2 identifies the functional and aesthetic requirements and features of a range of textile items
- P2.1 demonstrates the use of a variety of communication skills, including computer-based technology
- P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment
- P2.3 manages the design and manufacture of textile projects
- P3.1 identifies properties of a variety of fabrics, yarns and fibres
- P3.2 justifies the selection of fabrics, yarns and fibres for end-uses
- P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation
- P5.1 examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
- P5.2 investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
- P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding of course content	Skills & knowledge in the design, manufacture and management of textiles projects
1	Term 1 Week 3	Term 2 Week 2	Practical item and supporting written documentation	Design related Textiles Project 1: Focus Areas: - Non Apparel, Furnishings or Textile Art	P1.1, P1.2, P2.1, P2.2, P2.3	30	5	25
2	Term 2 Week 4	Term 3 Week 4	Practical item and supporting written documentation	Properties and Performance related Textiles Project 2: Focus Areas - Costume or Apparel	P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	35	10	25
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All areas of study	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P4.1, P5.1, P5.2, P6.1	35	35	-
						<b>100</b>	<b>50</b>	<b>50</b>

# Visual Arts 2 Units

## Year 11 Course Outcomes

### A student:

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings				
							Art Practice	Conceptual Framework	Frames	Representation	Resolution
1	Term 1 Week 11	Term 2 Week 2	Practical / Written	Still Life & Evaluation & VAPD	P1 - P6	35	5	–	5	10	15
2	Term 2 Week 10	Term 3 Week 2	Practical / Written	Artist's Practice & VAPD	P1 - P9	35	20	5	5	5	–
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	Critical Historical Study	P7 - P10	30	10	10	10	–	–
						<b>100</b>	<b>35</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>15</b>

# Visual Design 2 Units

## Year 11 Course Outcomes

### A student:

DM1: generates a characteristic style that is increasingly self-reflective in their design practice

DM2: explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works

DM3: investigates different points of view in the making of designed works

DM4: generates images and ideas as representations/simulations

DM5: develops different techniques suited to artistic and design intentions in the making of a range of works

DM6: takes into account issues of Work Health and Safety in the making of a range of works

CH1: generates in their critical and historical practice ways to interpret and explain design

CH2: investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations

CH3: distinguishes between different points of view, using the frames in their critical and historical investigations

CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Designing and Making	Critical and Historical Studies
1	Term 1 Week 11	Term 2 Week 2	Designing and Making / Critical and Historical Studies	Jewellery & Packaging	DM1 - DM5 CH1 – CH3	30	20	10
2	Term 2 Week 8	Term 2 Week 9	Designing and Making / Critical and Historical Studies	Signage & Technology	DM1 - DM5 CH1 – CH4	35	25	10
3	Term 3 Week 4	Term 3 Week 5	Designing and Making / Critical and Historical Studies	Pots & Pods	DM1 - DM5 CH1 – CH4	35	25	10
						<b>100</b>	<b>70</b>	<b>30</b>

# Work Studies 2 Units

## Year 11 Course Outcomes

A student:

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding	Skills
1	Term 1 Week 8	Term 1 Week 9	Research Task Due: Mon 25/3/2024	My Working Life	1, 2, 3, 4, 5, 8, 9	30	5	25
2	Term 2 Week 5	Term 2 Week 6	Research Task Due: Mon 3/6/2024	Preparing Job Application	1, 2, 3, 4, 7, 8, 9	30	5	25
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All topics	1, 2, 3, 4, 5, 6, 7, 8, 9	40	20	20
						<b>100</b>	<b>30</b>	<b>70</b>

# Work Studies 1 Unit

## Year 11 Course Outcomes

A student:

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

## Year 11 Assessment Task Schedule Specific start and submission dates are given in the task notification letter

Task No.	Task starts	Task is submitted	Task type	Topics / Content	Outcomes assessed may include	Task Weighting	Assessment Components and Weightings	
							Knowledge & understanding	Skills
1	Term 1 Week 10	Term 1 Week 11	Research Task Due: 12/4/2024	My Working Life	1, 2, 3, 4, 5, 8, 9	15	5	10
2	Term 3 Week 3	Term 3 Week 5	Research Task Due: 23/8/2024	Preparing Job Applications	1, 2, 3, 4, 7, 8, 9	15	5	10
3	Term 3 Week 7-8	Term 3 Week 7-8	Examination-style task	All topics	1, 2, 3, 4, 5, 6, 7, 8, 9	20	5	15
						<b>50</b>	<b>15</b>	<b>35</b>

**Calendar – Sydney Distance Education High School**

<b>Term 1 2024</b>		<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Jan / Feb</b>	<b>Week 1</b>	<b>29-Jan</b>	<b>30-Jan</b>	<b>31-Jan</b>	<b>01-Feb</b>	<b>02-Feb</b>
			Start Term 1 SDD (Teachers)	SDD (Teachers)	Start Term 1 (Students)	
<b>Feb</b>	<b>Week 2</b>	<b>05-Feb</b>	<b>06-Feb</b>	<b>07-Feb</b>	<b>08-Feb</b>	<b>09-Feb</b>
<b>Feb</b>	<b>Week 3</b>	<b>12-Feb</b>	<b>13-Feb</b>	<b>14-Feb</b>	<b>15-Feb</b>	<b>16-Feb</b>
<b>Feb</b>	<b>Week 4</b>	<b>19-Feb</b>	<b>20-Feb</b>	<b>21-Feb</b>	<b>22-Feb</b>	<b>23-Feb</b>
<b>Feb / Mar</b>	<b>Week 5</b>	<b>26-Feb</b>	<b>27-Feb</b>	<b>28-Feb</b>	<b>29-Feb</b>	<b>01-Mar</b>
<b>Mar</b>	<b>Week 6</b>	<b>04-Mar</b>	<b>05-Mar</b>	<b>06-Mar</b>	<b>07-Mar</b>	<b>08-Mar</b>
<b>Mar</b>	<b>Week 7</b>	<b>11-Mar</b>	<b>12-Mar</b>	<b>13-Mar</b>	<b>14-Mar</b>	<b>15-Mar</b>
<b>Mar</b>	<b>Week 8</b>	<b>18-Mar</b>	<b>19-Mar</b>	<b>20-Mar</b>	<b>21-Mar</b>	<b>22-Mar</b>
<b>Mar</b>	<b>Week 9</b>	<b>25-Mar</b>	<b>26-Mar</b>	<b>27-Mar</b>	<b>28-Mar</b>	<b>29-Mar</b>
						Good Friday Public Holiday
<b>Apr</b>	<b>Week 10</b>	<b>01-Apr</b>	<b>02-Apr</b>	<b>03-Apr</b>	<b>04-Apr</b>	<b>05-Apr</b>
		Easter Monday Public Holiday				
<b>Apr</b>	<b>Week 11</b>	<b>08-Apr</b>	<b>09-Apr</b>	<b>10-Apr</b>	<b>11-Apr</b>	<b>12-Apr</b>
						End Term 1

Term 2 2024		Monday	Tuesday	Wednesday	Thursday	Friday
Apr / May	Week 1	29-Apr	30-Apr	01-May	02-May	03-May
		Start Term 2 SDD (Teachers)	Start Term 2 (Students)			
May	Week 2	06-May	07-May	08-May	09-May	10-May
May	Week 3	13-May	14-May	15-May	16-May	17-May
May	Week 4	20-May	21-May	22-May	23-May	24-May
May	Week 5	27-May	28-May	29-May	30-May	31-May
Jun	Week 6	03-Jun	04-Jun	05-Jun	06-Jun	07-Jun
Jun	Week 7	10-Jun	11-Jun	12-Jun	13-Jun	14-Jun
		King's Birthday Public Holiday				
Jun	Week 8	17-Jun	18-Jun	19-Jun	20-Jun	21-Jun
Jun	Week 9	24-Jun	25-Jun	26-Jun	27-Jun	28-Jun
Jul	Week 10	01-Jul	02-Jul	03-Jul	04-Jul	05-Jul
						End Term 2



Term 3 2024		Monday	Tuesday	Wednesday	Thursday	Friday
Jul	Week 1	22-Jul	23-Jul	24-Jul	25-Jul	26-Jul
		Start Term 3 SDD (Teachers)	Start Term 3 (Students)			
Jul / Aug	Week 2	29-Jul	30-Jul	31-Jul	01-Aug	02-Aug
Aug	Week 3	05-Aug	06-Aug	07-Aug	08-Aug	09-Aug
Aug	Week 4	12-Aug	13-Aug	14-Aug	15-Aug	16-Aug
Aug	Week 5	19-Aug	20-Aug	21-Aug	22-Aug	23-Aug
Aug	Week 6	26-Aug	27-Aug	28-Aug	29-Aug	30-Aug
Sep	Week 7	02-Sep	03-Sep	04-Sep	05-Sep	06-Sep
Sep	Week 8	09-Sep	10-Sep	11-Sep	12-Sep	13-Sep
Sep	Week 9	16-Sep	17-Sep	18-Sep	19-Sep	20-Sep
Sep	Week 10	23-Sep	24-Sep	25-Sep	26-Sep	27-Sep
						End Term 3

Term 4 2024		Monday	Tuesday	Wednesday	Thursday	Friday
Oct	Week 1	14-Oct	15-Oct	16-Oct	17-Oct	18-Oct
		Start Term 4				
Oct	Week 2	21-Oct	22-Oct	23-Oct	24-Oct	25-Oct
Oct / Nov	Week 3	28-Oct	29-Oct	30-Oct	31-Oct	01-Nov
Nov	Week 4	04-Nov	05-Nov	06-Nov	07-Nov	08-Nov
Nov	Week 5	11-Nov	12-Nov	13-Nov	14-Nov	15-Nov
Nov	Week 6	18-Nov	19-Nov	20-Nov	21-Nov	22-Nov
Nov	Week 7	25-Nov	26-Nov	27-Nov	28-Nov	29-Nov
Dec	Week 8	02-Dec	03-Dec	04-Dec	05-Dec	06-Dec
Dec	Week 9	09-Dec	10-Dec	11-Dec	12-Dec	13-Dec
Dec	Week 10	16-Dec	17-Dec	18-Dec	19-Dec	20-Dec
				End Term 4 (Students)	SDD (Teachers)	End Term 4 SDD (Teachers)

# Personal Result Sheet

This will help you keep track of your assessment progress.

Student's Name: \_\_\_\_\_

Assessment Task	<b>Courses and Units Studied</b> Use one column for each course and one column for any additional extension courses. Show rank as a fraction eg 5/32 or 3/3								
Task Number & Description	<i>eg English Advanced</i>								
1									
2									
3									
4									

**NOTES:**

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## Student's Own Record – Assessment Tasks

Course	Assessment Number – Put a date in the appropriate column when an assessment is received or completed							
	1		2		3		4	
	<i>Received</i>	<i>Sent</i>	<i>Received</i>	<i>Sent</i>	<i>Received</i>	<i>Sent</i>	<i>Received</i>	<i>Sent</i>



## Supervisor's Own Record – Assessment Tasks

Course	Assessment Number – Put a date in the appropriate column when an assessment is received or completed							
	1		2		3		4	
	<i>Received</i>	<i>Sent</i>	<i>Received</i>	<i>Sent</i>	<i>Received</i>	<i>Sent</i>	<i>Received</i>	<i>Sent</i>

