



**MUIRFIELD HIGH SCHOOL**

**2020**

**YEAR 11 ASSESSMENT BOOKLET**

## General Requirements of Students for HSC Course

To be determined to have met the requirements for completion of HSC Courses, students must be able to provide evidence to the Principal that they have:

NESA Terminology from Assessment, Certification & Examination (ACE) manual:	For students at Muirfield HS this means:
"Followed the course developed or endorsed by the New South Wales Education Standards Authority (NESA)"	<ul style="list-style-type: none"><li>• Following the relevant NESA syllabus and participating in the learning activities set by the teacher</li></ul>
"Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school"	<ul style="list-style-type: none"><li>• Attending all timetabled lessons unless there is a valid, explained reason</li><li>• Making a genuine attempt to complete the greater majority of tasks set in class or at home to the best of their ability</li><li>• Actively participating in the learning experiences provided</li><li>• Completing mandatory practical activities</li></ul>
"Achieved some or all of the course outcomes"	<ul style="list-style-type: none"><li>• Demonstrating in class that they have learnt concepts, ideas and skills in that course to at least an elementary level (as determined by the class teacher) in assessment tasks and other activities in that course</li></ul>

**Failure by a student to meet any of these requirements may result in them being issued an "N determination" warning letter.**

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

NESA = NSW Educations Standards Authority ([www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au))

## Assessment Tasks

- 1.1 Each student is expected to complete and make a genuine attempt at all assessment tasks.
- 1.2 Assessment tasks take precedence over all other school activities, including excursions, competitions and sporting events. Under special circumstances, the Principal may grant exemptions.
- 1.3 Assessment tasks take precedence over family holidays. Absence due to family holidays may result in a zero being awarded for assessment tasks.
- 1.4 Assessment tasks must be handed in personally to the class teacher or subject head teacher in their staffroom. Unless otherwise specified, all assessment tasks must be handed in as hard copies.
- 1.5 Assessment for the HSC Course will begin Term 1, 2020 and finish approximately Week 10, Term 3, 2020.
- 1.6 Assessments can only be based on the Year 11 course, apart from exceptions noted by NESAs.
- 1.7 All work done at home must be the student's own work. The progress of home assessment tasks will be checked by the teacher where appropriate. Work submitted containing work not done by the student may receive zero marks.
- 1.8 All teachers will display laminated copies of their classes' assessment schedules in their classroom.
- 1.9 Exam type tasks are those for which no additional question details have been provided. Additional question details may include such things as marking criteria, an open book task, or the question being given beforehand.
- 1.10 Students are not permitted to be absent from timetabled classes to prepare or complete work for other subjects, if they do so, they may be awarded zero marks for the assessment task.
- 1.11 The maximum number of assessment tasks in Year 11 shall be no more than 3, including their Yearly Examination.

## Completion of Assessment Tasks

- 2.1 Work submitted late will receive a zero mark unless an illness misadventure application is approved. Illness/Misadventure application must be submitted to the Head Teacher Senior Studies within 7 days of return to school. The task must be completed or submitted on the first day back to school or the first day not covered by the medical certificate.
- 2.2 Broken USBs, computer, email and printing problems, will not be accepted as valid excuses for late work. School staff will not print assessment tasks. Students unable to attend school due to illness must email the task to the school by the date and time published on the assessment notification sheet. Students remain responsible to print and submit the task.

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

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

- 2.3 If a student is absent from an assessment task, a doctor's certificate, as proof of illness must be submitted. Students will be expected to complete the task on the first day of their return to school. The student has the responsibility of reporting to the head teacher of the subject concerned on their arrival at school on the day they return in order to arrange the task's completion. Incidents of illness leading to absence from an assessment task will be considered by the Senior Review Team.

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

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

- 2.4 If a student is absent due to illness/misadventure on the due date for submission of an assignment, the assignment must be submitted on the day of return (even if the student does not have the subject that day). If the task is incomplete due to the severity and length of the illness, submission of the incomplete task is still required. Failure to do so on immediate arrival to school will be considered late work and no marks will be awarded. Students must complete Appendix A form.
- 2.5 Difficulties in preparing for assessment tasks will not usually be considered for compensation. In exceptional circumstances, the Senior Review Team will consider reviewing results gained under adverse conditions.

- 2.6 If a student knows beforehand that they will be absent on the date of an in class task, the school should be contacted and their Deputy Principal informed well prior to the date. Assessment tasks should be completed and submitted before the due date unless other arrangements are made with the head teacher of the subject. Should a task be submitted late then a doctor's certificate must be submitted.
- 2.7 If a student is ill during an in class assessment task they must inform the supervising teacher and see their Deputy Principal immediately after.
- 2.8 If a student becomes ill during an in class assessment task the head teacher will decide whether an estimate or a substitute task will be given.
- 2.9 If, for any reason, an assessment task produces invalid or unreliable results an additional task may be given. Both tasks will be included in the final assessment mark but the weighting of the first task will be reduced. Students will be informed in writing if this occurs. The value of the task weighting, however, will not change.
- 2.10 Students must attend all classes on the day an assessment task is due. Students are not permitted to turn up late because they have been working on the task. No marks will be awarded if this occurs, unless the necessary documentation is provided. (See 2.3)
- 2.11 In the event of illness for an in class assessment, on their first day of return, students are expected to see the teacher or head teacher of the subject to arrange a time to sit the task. An illness misadventure form with a doctor's certificate attached must be submitted within 7 days of returning to school and handed to the Head Teacher Senior Studies.
- 2.12 In the event of a misadventure for an in class assessment, on their first day of return, students are expected to see the teacher or head teacher of the subject to arrange a time to sit the task. An illness misadventure form with relevant documentation must be attached and submitted within 7 days of returning to school and handed to the Head Teacher Senior Studies.
- 2.13 In the event of illness/misadventure for a Yearly Examination students/parents need to notify the school on the day of the examination. The student or parent must lodge an Illness Misadventure Form with relevant documentation attached to the Head Teacher Senior Studies on their return to school. Students who miss an examination will sit the task during the next available timeslot during the Yearly Examination period. Where no available timeslots are available, students should negotiate with the Subject or Faculty Head Teacher a suitable time to sit the task. The Senior Review Team will make all determinations concerning tasks during the Yearly Examination period.

## Non Completion of Assessment Tasks

- 3.1 Students awarded zero marks for assessment tasks totalling 50 or more of the final course assessment marks will be certified as not having satisfactorily completed the course. This means that the student will not receive an assessment mark or an examination mark for that subject.
- 3.2 Students and parents will be notified if a student receives a zero mark and opportunities will be provided for the student to meet course outcomes. Parents and students will also be made aware of potential consequences of non-completion of course outcomes.

## Attendance

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

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

- 4.2 **Extended Personal Leave**

The following procedures need to be adopted if families are planning an overseas or interstate trip. The student must realise that doing this can place the Higher School Certificate in jeopardy.

Different subjects have different prerequisites; that is things that students are meant to have done before they sit the final examination. Practical subjects require students complete a set number of hours of practical work. An extended trip would mean that the student may not meet required hours, and therefore the Principal will not be able to confirm course attainment. In that case, the student may not meet the required hours. In addition, students may not be able to demonstrate course outcomes.

- 4.3 As per our attendance policy *“For students absent due to illness, injury or misadventure the school will provide ongoing educational support. For students absent due to family holidays, parents are responsible for ongoing educational programs.”*
- 4.4 Students must be available to sit Yearly Examinations on any day of the designated Trial period. Morning examinations may commence as early as 8:15am, and afternoon examinations end as late as 5:00pm.

4.5 The school supports students undertaking representative duties for the school, region, state, country, or other approved external programs. Students selected for representative duties or elite programs must apply for leave through the Deputy Principal. Parents are responsible for ongoing educational programs while students are on leave for representative duties.

4.6 **Student Procedure when Travelling Overseas or Interstate**

- i) Year 11 students will only be granted exemption from school in extraordinary circumstances. Parents are to apply for exemption in advance to the Year 11 Deputy Principal. Exemption forms are located on the school’s web site (<http://www.muirfield-h.schools.nsw.edu.au/our-school/attendance-absences> ).
- ii) Students requesting extended leave a written request must be given to their Deputy Principal in advance.
- iii) Extended leave that clashes with assessment tasks may result in a zero being awarded for that task.

**Senior Review Panel**

5.1 Student malpractice in assessment tasks and examinations will be referred to the Senior Review Team. This may result in the student’s paper being cancelled. Malpractice consists of the following, but not limited to:

Unauthorised access to task or marking criteria	Unauthorised access to examination	Unauthorised use of electronic device	Possession or use of unauthorised notes
Plagiarism & aiding plagiarism	Frivolous attempt	Collusion	Unacknowledged assistance
Offensive content	Making a false claim	Possession or use of unauthorised notes	Distributing or sharing the content of examinations and in-class tasks during exclusion periods

This committee will inform the student of the outcome. The committee will consist of at least **three** of the following:

*Principal or their nominee, Deputy Principal or their nominee, Careers Adviser, Head Teacher Senior Studies, the relevant KLA Head Teacher, and/or Head Teacher from another KLA.*

5.2 Completion of assessment tasks must comply with the NESAs policy: "All my own work."

Plagiarism is considered malpractice. Plagiarism is the use of the work of others without acknowledgement. Some guidelines to consider are:

- Copying someone else's entire work and submitting it as your own is plagiarism.
- Copying passages of someone else's work and submitting it as your own is plagiarism.
- Copying someone else's work and substituting some words or sentences is plagiarism.
- The copying of paragraphs or sentences from someone else's work is permitted, as long as it is appropriately acknowledged by footnoting or quotation marks.
- The copying of someone else's ideas, including paraphrasing, is allowed, as long as it is acknowledged.

5.3 When a student wishes to lodge an "Assessment Appeal" Form (see appendix B), it must be written by the student and lodged no later than TWO school days from the grievance occurring. All documentation must accompany the appeal when it is lodged.

5.4 A student who wishes to appeal should hand the appeal to the Head Teacher Senior Studies.

5.5 Students who wish to seek a review of an illness/ misadventure appeal decision must submit this request in writing to the Year 11 Deputy Principal within 5 school days of them being notified of the illness/misadventure appeal outcome



## Appendix A

### Illness and Misadventure

Sometimes students will suffer from an illness or misadventure that affects their performance or prevents them from attending an assessment task or examination. The Muirfield High School illness and misadventure policy has been designed to mirror the official policy of NESAs, ensuring fairness and transparency for all students.

#### Applications

Applications can be made for, but not limited to:

- illness, primarily acute conditions that affect the students ability to perform a particular task for a limited period of time
- misadventure, including bereavement and accidents.

#### Limitations on Applications

You cannot submit an application on the basis of:

- difficulties in preparation or loss of preparation time; for example as a result of an earlier illness
- loss of study time or facilities during your HSC
- long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during an examination
- the same grounds for which you received disability provisions, unless you experience additional difficulties during an examination
- misreading examination timetables or instructions
- other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (*these require prior leave approval by the Deputy Principal*).

If you are unsure whether you are eligible, you should ask your Principal, Deputy Principal or the Head Teacher Senior Studies.

It is your right and responsibility to submit an Illness/Misadventure application whenever necessary. If you are incapacitated, an application may be completed or submitted by your parent/guardian on your behalf.

It is important that you make every effort to attend examinations or submit assessment tasks on the due date, even when applying for illness or misadventure.

## Application due to illness/misadventure of Higher School Certificate Assessment Task or Trial Examination

Family Name

First Name

Course

Home telephone

Closing date: Applications must be submitted to the **Head Teacher Senior Studies** and signed no later than 7 DAYS after the examination or submission date.

Assessment or examination task (and component if applicable) For example: English Standard, or English Standard Module C	Submission or examination date	Did you receive disability provisions for this course?

Have you, or will you be, lodging separate applications for other courses?

**Student application**

I have carefully read the information provided in The Muirfield High School Assessment Booklet and the NESAs Information Guide for Students regarding the rules and procedures for illness/misadventure for Higher School Certificate students.

I consider that my performance was affected by illness or unforeseen misadventure which occurred immediately before or during the assessment/examination.

I declare all the information I have supplied is true.

Student Signature

Date

**Section 1 – Student Statement**

Date	
Task/Examination	
Details of effect on performance <i>Describe how illness or unforeseen misadventure affected your performance or prevented your attendance. Give details of any action you took to report this.</i>	
Attendance	Yes/No
Submitted Work	Yes/No

## Section 2 – Witness Statement

A medical practitioner, police officer, Roads and Maritime Services official, presiding examiner/assessor etc., should complete independent evidence of illness or misadventure. The witness must not be related to the student.

Illness – <i>attach the following documentation:</i>	Misadventure – <i>attach the following documentation:</i>
<p>A doctor’s certificate that contains:</p> <ul style="list-style-type: none"> <li>-Diagnosis</li> <li>-Date and duration of illness</li> <li>-Consultation date</li> <li>-Description of how the student’s condition/symptoms could affect their performance</li> <li>-Contact details of medical practitioner</li> </ul>	<p>A written witness statement, NOT composed by the applicant or a relative, that contains:</p> <ul style="list-style-type: none"> <li>-Date of misadventure</li> <li>-Were they a witness to the event?</li> <li>-If NO, how did they obtain evidence of the event?</li> <li>-Are they known to the student?</li> <li>-Description of event</li> <li>-Contact details</li> </ul> <p>Or</p> <p>An official report or notice of event. <i>E.g. Emergency track work at a specified time and place.</i></p>

## Section 4 – Application Approval

Application Approved	YES	NO – Date Student Informed:	
Approved by	Name:	Signature:	Date:
	Special Terms:		

**Appendix B**

**Muirfield High School Assessment Appeal Form**

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

Student Name: \_\_\_\_\_ Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Appeal Reason: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Evidence to support application: \_\_\_\_\_  
\_\_\_\_\_

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

**Appeal Outcome:**

The appeal panel have noted the above and have decided:

- To grant this appeal
- Not to grant this appeal

Reason: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

Senior Review Member: \_\_\_\_\_ Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Grievance and Appeals

Concerns may arise from time to time about aspects of a course. It may be about resources, facilities, another person, an assessment task, or an assessment process. **Grievances** may involve:

- An action
  - An omission
  - A situation
  - A decision
- which is reasonably judged to be
- Unfair
  - Discriminatory
  - Unjustified

**Students have 2 school days from the grievance arising in which to lodge an Assessment Appeal Form (Appendix C).** For example, a student receives an assignment on a Monday; the appeal must be submitted by 2:35pm Wednesday.

### ***The following procedure must be followed:***

- a. Immediately try to clarify the situation with the class teacher involved.
- b. If the situation is unresolved, complete the Assessment Appeal Form.
- c. Submit the form, within 2 school days, to the Head Teacher Senior Studies.
- d. The Senior Review Panel will meet to adjudicate on the matter.

These procedures are consistent with Board of Studies requirements.

### ***Grounds that will not be taken into consideration:***

- Individual results or marks – reviews are limited to the assessment process
- Misunderstanding assessment criteria that is published on assessment notifications
- Preferencing informal oral directives over information contained in published assessment notifications
- Absences due to work placement, work experience, TAFE, overseas or interstate trips
- External tutorial instruction
- Teacher allocations
- Class placement
- Line allocation
- Assessment workload
- Illness or misadventure (see Appendix A)

## Agriculture 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Experimental report</b> Plant Production	<b>Farm case study booklet</b> Farm case study	<b>Preliminary Examination</b> All Topics	
	Term 1, Week 11	Term 2, Week 10	Term 3, Week 9/10	
	<b>Outcomes assessed</b> P1.1 P1.2 P2.1 P2.3 P4.1	<b>Outcomes assessed</b> P1.1 P1.2 P2.3 P3.1 P5.1	<b>Outcomes assessed</b> P1.1 P1.2 P2.1 P2.2 P2.3 P3.1 P4.1 P5.1	
Overview	10		5	<b>15</b>
Farm case study		20	5	<b>25</b>
Plant production	20		10	<b>30</b>
Animal Production		10	20	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## REPORT OUTCOMES

- 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.



## Ancient History 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Research Project</b> Historical Investigation	<b>Source Analysis Task</b> Case Studies	<b>Preliminary Examination</b> All Topics	
	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9/10	
	<b>Outcomes assessed</b> AH11-3, AH11-4, AH11-6, AH11-8, AH11-9	<b>Outcomes assessed</b> AH11-2, AH11-5, AH11-6, AH11-7, AH11-9	<b>Outcomes assessed</b> AH11-1, AH11-2, AH11-3 AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	
Knowledge and understanding of course content		15	25	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	<b>20</b>
Historical inquiry and research	10	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## REPORT OUTCOMES

- 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

## Biology 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Practical / Processing</b> Modules 1 and 2	<b>Depth Study</b> Modules 3 and 4	<b>Preliminary Examination</b> All Modules	
	Term 1, Week 11	Term 2, Week 7	Term 3, Week 9/10	
	<b>Outcomes assessed</b> BIO11-1, BIO11-2, BIO11-3, BIO11-7, BIO11-9	<b>Outcomes assessed</b> BIO11-1, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-10	<b>Outcomes assessed</b> BIO11-1 – BIO11-15	
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## REPORT OUTCOMES

- BIO11-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11-5 analyses and evaluates primary and secondary data and information
- BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11-7 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

## Business Studies 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Oral Presentation</b> Nature of Business	<b>Business Plan</b> Business Planning	<b>Preliminary Examination</b> Nature of Business, Business Management and Business Planning	
	Term 1, Week 8	Term 3, Week 2	Term 3, Week 9	
	<b>Outcomes assessed</b> P1, P2, P6, P7	<b>Outcomes assessed</b> P7, P8, P9, P10	<b>Outcomes assessed</b> P1-P10	
Knowledge and understanding of course content	5	10	25	<b>40</b>
Stimulus based	10		10	<b>20</b>
Inquiry and research	5	15		<b>20</b>
Communication of business information ideas and issues	5	10	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## REPORT OUTCOMES

- 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 format
- P10 applies mathematical concepts appropriately in business situations

## Chemistry 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Modelling Task</b> Module 1	<b>Depth Study</b> Modules 2 & 3	<b>Yearly Examination</b> All Modules	
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 10	
	<b>Outcomes assessed</b> CH11-1, CH11-2, CH11-3, CH11-4, CH11-7, CH11-8	<b>Outcomes assessed</b> CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-7	<b>Outcomes assessed</b> CH11-1 to CH11-7, CH11-8 to CH11-11	
Skills in Working Scientifically	15	25	20	<b>60</b>
Knowledge and Understanding	5	15	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## REPORT OUTCOMES

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



## Design and Technology 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Designing and Producing</b> Practical and Folio	<b>Designing and Producing</b> Practical and Folio	<b>Yearly Examination</b> All topics	
	Term 2, Week 10	Term 3, Week 6	Term 3, Weeks 9/10	
	<b>Outcomes assessed</b> P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	<b>Outcomes assessed</b> P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P5.1, P5.2, P5.3, P6.1, P6.2	<b>Outcomes assessed</b> P1.1, P2.1, P2.2, P3.1, P4.1, P5.1, P5.3	
Knowledge and skills in designing and producing	30	35	35	<b>100</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## REPORT OUTCOMES

- 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

## EAL/D 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Reading and Extended Writing Task</b>	<b>Multimodal presentation (including listening component)</b>	<b>Yearly Examination</b>	
	Module A - Language, Texts and Context -	Module B – Close Study of Text	Modules A,B and C	
	Term 1, Week 9	Term 3, Weeks 9	Term 3, Weeks 9/10	
	<b>Outcomes assessed</b> EAL11-1A, EAL-2, EAL11-3, EAL11-5, EAL11-6, EAL11-7, EAL11-9	<b>Outcomes assessed</b> EAL11-1A, EAL11-2, EAL11-3, EAL 11-4, EAL11-5, EAL11-7, EAL 11-8, EAL11-9	<b>Outcomes assessed</b> EAL11-1B, EAL11-2, EAL11-3, EAL11-5, EAL11-6	
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## REPORT OUTCOMES

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

## Earth and Environmental Science 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Practical Assessment</b> Module 1	<b>Depth Study</b> Module 2	<b>Preliminary Examination</b> All Modules	
	Term 1, Week 10	Term 2, Week 7	Term 3, Week 9/10	
	<b>Outcomes assessed</b> EES11-3, EES11-4, EES11-5, EES11-6, EES11-8	<b>Outcomes assessed</b> EES11-1, EES11-5, EES11-6, EES11-7, EES11-9	<b>Outcomes assessed</b> EES11-1 – ESS11-15	
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and understanding of course content	10	15	15	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## REPORT OUTCOMES

- EES11-1 develops and evaluates questions and hypotheses for scientific investigation
- EES11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- EES11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11-5 analyses and evaluates primary and secondary data and information
- EES11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11-7 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

## English Advanced 2020

Component	Task 1	Task 2	Task 3	Weighting %	
	<b>Reading to Write</b> Imaginative, Discursive and Reflection	<b>Narratives that Shape our World</b> Multimodal Presentation	<b>Critical Study of Literature</b> Yearly Examination		
	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10		
	<b>Outcomes assessed</b> EA11-1, EA11-3, EA11-5, EA11-9	<b>Outcomes assessed</b> EA11-2, EA11-4, EA11-6, EA11-7, EA11-8	<b>Outcomes assessed</b> EA11-1, EA11-3, EA11-5, EA11-8		
Knowledge and understanding of course content	10	20	20	<b>50</b>	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	10	20	<b>50</b>	
<b>Total %</b>	30	30	40	<b>100</b>	

## REPORT OUTCOMES

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



## English (Extension 1) 2020

Component	Task 1	Task 2	Task 3	Weighting %
Text, Culture and Value	<b>Imaginative response and reflection</b>	<b>Multimodal Critical Thinking Research Project</b>	<b>Yearly Examination</b>	
	Term 2, Weeks 1 and 3	Term 3, Weeks 1 and 3	Term 3, Weeks 9-10	
	<b>Outcomes assessed</b> EE11-1,11-2, EE11-3, EE11-6	<b>Outcomes assessed</b> EE11-2, EE11-3, EE11-4, EE11-5	<b>Outcomes assessed</b> EE11-1, EE11-2, EE11-3, EE11-5	
Knowledge and Understanding of texts and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis composition and investigation	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## REPORT OUTCOMES

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

## English Standard 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Reading to Write</b> Imaginative response and reflection	<b>Contemporary Possibilities</b> Multimodal Presentation	<b>Yearly Examination</b> Close Study of Literature, Contemporary Possibilities and Reading to Write	
	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9/10	
	<b>Outcomes assessed</b> EN11-1, EN11-3, EN11-5, EN11-9	<b>Outcomes assessed</b> EN11-2, EN11-4, EN11-6, EN11-7, EN11-8	<b>Outcomes assessed</b> EN11-1, EN11-3, EN11-5, EN11-8	
Knowledge and understanding of course content	10	20	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	10	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## REPORT OUTCOMES

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

## English Studies 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Career Dossier, Interview</b> Mandatory Module: Achieving through English	<b>Portfolio</b> Module A: We are Australians Module B: Telling us all about it	<b>Multimodal Presentation</b> Module C: On the Road	
	Term 1, Week 9	Term 2, Week 9	Term 3, Week 7	
	<b>Outcomes assessed</b> ES11-1, ES11-3, ES11-4, ES11-7, ES11-10	<b>Outcomes assessed</b> ES11-2, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	<b>Outcomes assessed</b> ES11-1, ES11-2, ES11-6, , ES11-8, ES11-10	
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in: <ul style="list-style-type: none"> <li>• comprehending texts</li> <li>• communicating ideas</li> <li>• using language accurately, appropriately and effectively</li> </ul>	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## REPORT OUTCOMES

- ES11-1 A student comprehends and responds analytically and imaginatively 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 A student identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3 A student accesses, comprehends and uses information to communicate in a variety of ways
- ES11-4 A student composes proficient texts in different forms
- ES11-5 A student develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in texts that convey meaning to different audiences
- ES11-6 A student uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7 A student represents own ideas in critical, interpretive and imaginative texts
- ES11-8 A student understands and explains the relationships between texts
- ES11-9 A student identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences
- ES11-10 A student monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

## Japanese Continuers 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Reading Comprehension and Writing Composition</b> The Individual	<b>Speaking Interview</b> The Personal World	<b>Preliminary Examination</b> Written Paper, consisting of a listening component Speaking Interview The Individual, The Japanese Speaking Communities	
	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9-10	
	<b>Outcomes assessed</b> 1.2, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 4.1	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Speaking		15	10	<b>25</b>
Listening and Responding		10	10	<b>20</b>
Reading and Responding	15		15	<b>30</b>
Writing in Japanese	10		15	<b>25</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>50</b>	<b>100</b>

## REPORT OUTCOMES

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluate texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture



## Legal Studies 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Research Task</b> The Legal System	<b>Case Study</b> Individual and the Law	<b>Yearly Examination</b> All Topics	
	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 9	
	<b>Outcomes assessed</b> P1, P2, P3, P4	<b>Outcomes assessed</b> P5,P6,P7,P8	<b>Outcomes assessed</b> P1, P2, P9, P10	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Analysis & evaluation		10	10	<b>20</b>
Inquiry & Research	10	10		<b>20</b>
Communication of legal information, ideas & issues in appropriate forms	10	10		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## REPORT OUTCOMES

- 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

## Mathematics 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>In Class Test</b>	<b>Investigation Task</b>	<b>Preliminary Examination</b>	
	Functions Algebraic, Arithmetic Techniques, Equations & Inequalities, Linear, Quadratic, Cubic Functions, Further Functions & Relations	Trigonometry Trigonometry and the Measure of Angles, Trigonometric Functions & Identities	All content studied	
	Term 1, Week 9/10	Term 2, Week 6/7	Term 3, Week 9/10	
	<b>Outcomes assessed</b> MA11-1, MA11-2, MA11-8, MA11-9	<b>Outcomes assessed</b> MA11-3, MA11-4, MA11-8	<b>Outcomes assessed</b> All outcomes covered	
Use of concepts, skills & techniques to solve mathematical problems and interpret practical situations	15	15	20	<b>50</b>
Application of reasoning & Communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## REPORT OUTCOMES

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

## Mathematics (Extension 1) 2020

Component	Task 1	Task 2	Task 3	Weighting %
	Investigation Task	In Class Test	Preliminary Examination	
	Functions: Harder Inequalities, Graphical Relationships, Inverse & Parametric Reorientations	Inverse, Parametric representations, Further Trigonometric Identities, Combinatorics	All content studied	
	Term 1, Week 10	Term 2, Week 8/9	Term 3, Week 9/10	
	Outcomes assessed ME11-1, ME11-2, ME11-3, ME11-7	Outcomes assessed ME11-1, ME11-3, ME11-5 ME11-6, ME11-7	Outcomes assessed All outcomes covered	
Use of concepts, skills & techniques to solve Mathematical problems and interpret practical situations	15	15	20	<b>50</b>
Application of reasoning & Communication in appropriate forms to construct mathematical arguments and to interpret and use Mathematical models	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## REPORT OUTCOMES

- ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2 manipulates algebraic expressions and graphical functions to solve problems
- ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

## Mathematics Standard 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>In Class Test</b>  Earning and Managing Money (F1.2), Formula and Equations (MS-A1), Relative Frequency and Probability (MS-S2), Measurement (M1.1 & M1.3)	<b>Investigation Task incorporating an in-class test component</b>  Classifying Data (S1.1), Exploring and Describing Data (S1.2)	<b>Preliminary Examination</b>  All content studied	
	Term 1, Week 8/9	Term 2, Week 8	Term 3, Weeks 9/10	
	<b>Outcomes assessed</b> MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	<b>Outcomes assessed</b> MS11-2, MS11-7, MS11-9,	<b>Outcomes assessed</b> All outcomes covered	
Use of concepts, skills & techniques to solve mathematical problems and interpret practical situations	15	15	20	<b>50</b>
Application of reasoning & Communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## REPORT OUTCOMES

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



## Modern History 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Investigating Modern History</b> Investigating Modern History	<b>Essay</b> Research and Essay-Historical Investigation	<b>Yearly Examination</b> All Topics	
	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 9	
	<b>Outcomes assessed</b> MH11-4, MH11-5, MH11-7, MH11-8, MH11-9, MH11-10	<b>Outcomes assessed</b> MH11-1, MH11-2, MH11-3, MH11-6, MH11-9	<b>Outcomes assessed</b> MH11-1, MH11-2, MH11-3, MH11-5, MH11-6, MH11-9	
Knowledge and understanding of course content		15	25	40
Source based skills	10		10	20
Historical inquiry and research	15	5		20
Communication of historical understanding in appropriate forms	5	10	5	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## REPORT OUTCOMES

- 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

## Music 1 2020

Component	Task 1	Task 2	Task 3	Weighting %
	Composition	Performance	Aural + Performance	
	Term 1, Week 9	Term 2, Week 3	Term 3, Weeks 9/10	
	Outcomes assessed P3, P7, P8, P11	Outcomes assessed P1, P3, P9, P11	Outcomes assessed P2, P4, P5, P6, P8, P10 P1, P3, P9, P11	
Composition	25			25
Performance		10	15	25
Musicology + Aural			50	50
<b>Total %</b>	<b>25</b>	<b>10</b>	<b>65</b>	<b>100</b>

## REPORT OUTCOMES

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

## PDHPE 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>The Body in Motion</b> In class written extended response	<b>Better Health for Individuals</b> Written Research Task	<b>Preliminary Examination</b>	
	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
	<b>Outcomes assessed</b> P7, P8, P9, P16, P17	<b>Outcomes assessed</b> P2, P3, P4, P5, P6, P15, P16	<b>Outcomes assessed</b> P1, P2, P3, P4, P5, P6, P7, P8, P9, P12, P14, P17	
<b>Knowledge and understanding of:</b> - Factors that affect health - The way the body moves	10	10	20	<b>40</b>
<b>Skills in:</b> - Influencing personal and community health - Taking actions to improve participation and performance in physical activity	15		15	<b>30</b>
<b>Skills in:</b> - Critical thinking, research and analysis	5	20	5	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## REPORT OUTCOMES

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affects an individual's health
- P3 describes how a range of factors determines an individual's health
- 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

## Physics 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Depth Study</b> Modules 1 & 2	<b>Practical / Processing</b> Module 3	<b>Preliminary Examination</b> All Modules	
	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9/10	
	<b>Outcomes assessed</b> PHY11-2, PHY11-3, PHY11-4, PHY11-5, PHY11-6, PHY11-8	<b>Outcomes assessed</b> PHY11-2, PHY11-3, PHY11-4, PHY11-5, PHY11-6, PHY11-9	<b>Outcomes assessed</b> PHY11-1 – PHY11-15	
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## REPORT OUTCOMES

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



## Society and Culture 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>The Social and Cultural World</b> In Class Task - Extended Response	<b>Personal and Social Identity</b> Primary Research Investigation (Methodology) Questionnaire	<b>Intercultural Communication</b> Written examination	
	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	
	<b>Outcomes assessed</b> P4, P6, P8, P10	<b>Outcomes assessed</b> P2, P3, P5, P6, P8, P9	<b>Outcomes assessed</b> P1, P2, P3, P4, P7, P10	
Knowledge and understanding of course content	15	10	25	<b>50</b>
Application and evaluation of social and cultural research methodologies	5	20	5	<b>30</b>
Communication of historical understanding in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

## REPORT OUTCOMES

- 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

## Software Design and Development 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Website Development</b> Social and ethical issues; Application of software development approaches	<b>Project</b> Planning and designing software solutions; Implementation of software solution; Testing and evaluating of software solutions; Maintaining software solutions	<b>Preliminary Examination</b> All content	
	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 9-10	
	<b>Outcomes assessed</b> P1.1,P1.3,P3.1, P4.1, P5.1, P5.2, P6.2,P6.3	<b>Outcomes assessed</b> P1.2, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2, P6.3	<b>Outcomes assessed</b> P1.1,P1.2,P1.3,P2.1 P2.2,P3.1,P6.1	
Knowledge and understanding of course content: - concepts and issues in the design and development of software - introduction to software development - developing software solutions	10	10	30	50
Knowledge and skills in the design and development of software solutions	15	15	20	50
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>50</b>	<b>100</b>

## REPORT OUTCOMES

- P1.1 describes the functions of hardware and software
- P1.2 describes and uses appropriate data types
- P1.3 describes the interactions between the elements of a computer system
- P2.1 describes developments in the levels of programming languages
- P2.2 describes the effects of program language developments on current practices
- P3.1 identifies the issues relating to the use of software solutions
- P4.1 analyses a given problem in order to generate a computer-based solution
- P4.2 investigates a structured approach in the design and implementation of a software solution
- P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches
- P5.1 uses and justifies the need for appropriate project management techniques
- P5.2 uses and develops documentation to communicate software solutions to others
- P6.1 describes the skills involved in software development
- P6.2 communicates with appropriate personnel throughout the software development process
- P6.3 designs and constructs software solutions with appropriate interfaces

## Visual Arts 2020

Component	Task 1	Task 2	Task 3	Weighting %
	<p><b>Art criticism and art history research and analysis.</b></p> <p>Research Task based on an art period or movement.</p> <p>Essay based on conceptual understanding of “What is Art”</p>	<p><b>Investigations of art making practice as a Mini Body of Work Portfolio</b></p> <p>Development and presentation of Personal Study Art Pieces as investigations of art making practice with evidence in Visual Arts Process Diary (VAPD) including experiments with materials, written reflections and explanations, research about related artists’ practice. This task includes all visual representations of art theories and media samples.</p>	<p><b>Preliminary Examination</b></p> <p>Art criticism and art history</p> <p>Section I: All questions Section II: 1 question</p>	
	Term 2, Week 2	Term 3, Week 10	Term 3, Weeks 9/10	
	<b>Outcomes assessed</b> P7, P8, P9	<b>Outcomes assessed</b> P1, P2, P3, P4, P5, P6	<b>Outcomes assessed</b> P7, P8, P9, P10	
Art making		50		<b>50</b>
Art Criticism and Art History	25		25	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>50</b>	<b>25</b>	<b>100</b>

## REPORT OUTCOMES

### Artmaking Outcomes

P1	practice	explores the conventions of practice in artmaking
P2	conceptual framework	explores the roles and relationships between the concepts of artist, artwork, world and audience
P3	frames	identifies the frames as the basis of understanding expressive representation through the making of art
P4	representation	investigates subject matter and forms as representations in artmaking
P5	conceptual strength and meaning	investigates ways of developing coherence and layers of meaning in the making of art
P6	resolution	explores a range of material techniques in ways that support artistic intentions

### Art Criticism and Art History Outcomes

P7	practice	explores the conventions of practice in art criticism and art history
P8	conceptual framework	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
P9	frames	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P10	representation	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

## VET COURSE ASSESSMENT

Assessment in VET is **competency** based.

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

A participant is judged either 'competent' or 'not yet competent'. This judgment is made on the basis of a range of evidence, which may be in a variety of forms and may take place at any time during the course although the regional tasks should be submitted by the due dates as these are submitted online to region.

The HSC examination is optional in this course. There is no formal assessment that counts towards the HSC.

The trial HSC examination will assess the core units and will only be used for assessment if the student is sick, or undergoes a misadventure on the day of the HSC examination.

**Full attendance at work placement** is a **mandatory** component of the course.

School Name: Muirfield High School

Student Competency Assessment Schedule

Course: Year 11 Hospitality - Kitchen Operations and Cookery Stream

2020

Assessment Tasks for Certificate II Kitchen Operations SIT20416		Cluster A	Cluster B	Cluster C	Yearly Examination
		Getting ready for work	Intro to the Commercial Kitchen	Safe Food Handling	
		Week: 10 Term: 2	Week: 10 Term: 2	Week: 10 Term: 3	
Code	Unit of Competency				HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHKOP001	Clean kitchen premises and equipment		X		
SITHCCC001	Use food preparation equipment		X		
SITXINV002	Maintain the quality of perishable items			X	
SITXFSA002	Participate in safe food handling practices			X	
SITHCCC002	Prepare and present simple dishes			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations SIT20416 or a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416.

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

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



School Name: Muirfield High School

Student Competency Assessment Schedule

Course: Year 11 – Primary Industries – Agriculture AHC20110

2020

Assessment Tasks for Certificate II in Agriculture AHC20110		Cluster A	Cluster B	Cluster C	Cluster D	Yearly Examination
		Tractors and safety	Health and Welfare of Livestock	Monitor Water Supply	Basic Nursery Work	
		Week 10: Term: 1	Week: 9 Term: 2	Week: 4 Term: 3	Week: 8 Term: 3	
Code	Unit of Competency					
AHCMOM202	Operate tractors					
AHCOHS201	Participate in OHS processes	X				
AHCBIO20	Inspect and clean machinery for plant, animal and soil material	X				
AHCLSK205	Handle livestock using basic techniques	X				
AHCLSK202	Care for health and welfare of livestock		X			
AHCLSK204	Carry out regular livestock observation		X			
AHCLSK209	Monitor water supplies		X			
AHCSOL202	Assist with soil or growing media sampling and testing			X		
AHCNSY202	Care for nursery plants				X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Agriculture AHC20110 or a Statement of Attainment towards Certificate II Agriculture AHC20110.

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

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

School Name: Muirfield High School

Student Competency Assessment Schedule

Course: Year 11 - Sport Coaching

2020

Assessment Tasks for Certificate II in Sport Coaching SIS20513		Cluster A	Cluster B	Cluster C	Cluster D	Cluster E
		Getting Organised	Tournament Time	Coaching Principles	Injury Prevention	First Aid
		Week: 4 Term: 1	Week: 10 Term: 1	Week: 6 Term: 2	Week: 4 Term: 3	Week: 8 Term: 3
Code	Unit of Competency					
BSBWOR202A	Organise and complete daily work activities	X				
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions		X			
SISXWHS101	Follow work health and safety policies		X			
SISSSCO101	Develop and update knowledge of coaching practices			X		
ICPDMT263	Access and use the Internet			X		
SISSSPT303A	Conduct basic warm-up and cool down programs				X	
SISSSPT201A	Implement Sports Injury Prevention				X	
HLTAID003	Provide first aid - outsourced					<b>Credit Transfer</b>

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Sport Coaching SIS20513 or a Statement of Attainment towards a Certificate II in Sport Coaching SIS20513.

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

## Life Skills Courses

Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes identified through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students.

Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community.

There is no requirement for formal assessment of Life Skills outcomes. Stage 6 Life Skills courses do not have external examinations.

Students may achieve Life Skills outcomes either **independently** or **with support**.

Students can demonstrate independent achievement of outcomes either:

- without adjustments
- with adjustments.

These adjustments should enable the student to demonstrate achievement during assessment opportunities on the same basis as their peers. The collaborative curriculum planning process will have determined these adjustments. The type of adjustments will vary according to the needs of the student and the requirements of the activity.

Each student accessing Years 11–12 Life Skills course/s needs to demonstrate achievement of one or more outcomes for Life Skills course to be credentialed for the HSC.

### **Need more information?**

Visit [http://www.boardofstudies.nsw.edu.au/syllabus\\_hsc/](http://www.boardofstudies.nsw.edu.au/syllabus_hsc/) for more detailed information regarding HSC course outcomes, syllabus requirements and support documents.