



**YEAR 11 SUBJECT ASSESSMENT  
SCHEDULE  
2024**



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## AGRICULTURE 2024

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Farm Case Study Report</b> Farm case study	<b>Experimental Design Analysis.</b> Animal Production	<b>Preliminary Examination</b> All Topics	
	Term 1 Week 10	Term 2 Week 10	Term 3, Week 9/10	
	<b>Outcomes assessed</b> P1.1 P1.2 P2.3 P3.1 P5.1	<b>Outcomes assessed</b> P1.1 P1.2 P2.2 P2.3 P4.1	<b>Outcomes assessed</b> P1.1 P1.2 P2.1 P2.2 P2.3 P3.1 P4.1 P5.1	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge, understanding and skills required to manage agricultural production systems	15	10	15	<b>40</b>
Skills in effective research, experimentation and communication	5	10	5	<b>20</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.

## **SYLLABUS 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 2024

Component	Task 1	Task 2	Task 3	Weighting %
	Source Analysis Task Case Studies	Research Project Historical Investigation	Preliminary Examination	
	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9 -10	
	<b>Outcomes assessed</b> AH11-2, AH11-5, AH11-6, AH11-7, AH11-9	<b>Outcomes assessed</b> AH 11-3, AH11-4, AH 12-6 AH11-8, AH11-9	<b>Outcomes assessed</b> AH11-1, AH11-2, AH11-3, AH11-5, AH11-6, AH 11-7, 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	5	10	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>35</b>	<b>25</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 2024

Component	Task 1	Task 2	Task 3	Weighting %
	Practical / Processing Modules 1 and 2	Depth Study Modules 3 and 4	Preliminary Examination All Modules	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10	
	Outcomes assessed BIO11-1, BIO11-2, BIO11-3, BIO11-7, BIO11-9	Outcomes assessed BIO11-1, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-10	Outcomes assessed 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

- BIO11/12-1** 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

## BUSINESS STUDIES 2024

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Case Study Research Report</b> Nature of Business	<b>Business Plan</b> Business Planning	<b>Yearly Examination</b> Nature of Business, Business Management and Business Planning	
	Term 1, Week 8	Term 3, Week 1	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 2024

Component	Task 1	Task 2	Task 3	Weighting %
	Topic Test	Depth Study	Yearly Examination	
	Module 1	Modules 2 & 3	All Modules	
	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 9/10	
	Outcomes assessed CH11-1, CH11-2, CH11-6, CH11-7, CH11-8	Outcomes assessed CH11-1, CH11-2-5, CH11- 7, CH11-9-10	Outcomes assessed CH11-1 to CH11-7 and CH11-8-11	
Skills in Working Scientifically	15	25	20	<b>60</b>
Knowledge and understanding of course content	5	15	20	<b>40</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## **SYLLABUS OUTCOMES**

- 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

## DANCE 2024

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Performance Sequences and Written Skill Response</b> assessing body skills, knowledge and application of alignment, articulation and body awareness	<b>Group Composition and Performance</b> involving the exploration, improvisation, selection, refinement and transitioning of movement	<b>Dance Analysis Essay</b> based on a focus dance work	
	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9-10	
	<b>Outcomes assessed</b> P2.1, P2.2, P2.3, P2.4, P2.5, P1.1	<b>Outcomes assessed</b> P1.3, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6	<b>Outcomes assessed</b> P4.1, P4.2, P4.3, P4.4, P1.2	
Core Performance	30	10		<b>40</b>
Core Composition		30		<b>30</b>
Core Appreciation			30	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**Syllabus Outcomes:**

**P1.1** understands dance as the performance and communication of ideas through movement and in written and oral form

**P1.2** understands the use of dance terminology relevant to the study of dance as an artform

**P1.3** develops the skills of dance through performing, composing and appreciating dance

**P2.1** identifies the physiology of the human body as it is relevant to the dancer

**P2.2** identifies the body's capabilities and limitations

**P2.3** recognises the importance of the application of safe dance practice

**P2.4** demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination

**P2.5** performs combinations, phrases and sequences with due consideration of safe dance practices

**P3.1** identifies the elements of dance composition

**P3.2** understands the compositional process

**P3.3** understands the function of structure as it relates to dance composition

**P3.4** explores the elements of dance relating to dance composition

**P3.5** devises movement material in a personal style in response to creative problem-solving tasks in dance composition

**P3.6** structures movement devised in response to specific concept/intent

**P4.1** understands the sociohistoric context in which dance exists

**P4.2** develops knowledge to critically appraise and evaluate dance

**P4.3** demonstrates the skills of gathering, classifying and recording information about dance

**P4.4** develops skills in critical appraisal and evaluation

**Report Outcomes:**

**P1.1** understands dance as the performance and communication of ideas through movement and in written and oral form

**P1.2** understands the use of dance terminology relevant to the study of dance as an artform

**P1.3** develops the skills of dance through performing, composing and appreciating dance

**P2.1** identifies the physiology of the human body as it is relevant to the dancer

**P2.2** identifies the body's capabilities and limitations

**P2.3** recognises the importance of the application of safe dance practice

**P2.4** demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination

**P2.5** performs combinations, phrases and sequences with due consideration of safe dance practices

**P3.1** identifies the elements of dance composition

**P3.2** understands the compositional process

**P3.3** understands the function of structure as it relates to dance composition

**P3.4** explores the elements of dance relating to dance composition

**P3.5** devises movement material in a personal style in response to creative problem-solving tasks in dance composition

**P3.6** structures movement devised in response to specific concept/intent

**P4.1** understands the sociohistoric context in which dance exists

**P4.2** develops knowledge to critically appraise and evaluate dance

**P4.3** demonstrates the skills of gathering, classifying and recording information about dance

**P4.4** develops skills in critical appraisal and evaluation



## DESIGN AND TECHNOLOGY 2024

Task number	Task 1	Task 2	Task 3	Weighting %
<b>Nature of task</b>	<b>Designer Case Study</b>	<b>Preliminary Project</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 9	Term 3, Weeks 9–10	
<b>Outcomes assessed</b>	P1.1, P2.1, P2.2, P4.1, P6.1, P6.2	P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3	P1.1, P2.1, P2.2, P5.1, P5.3, P6.1, P6.2	
<b>Components</b>				
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## **SYLLABUS 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

**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

**P6.2** evaluates and uses computer-based technologies in designing and producing

## EARTH AND ENVIRONMENTAL SCIENCE 2024

Component	Task 1	Task 2	Task 3	Weighting %
	Practical Assessment Module 1	Depth Study Module 2	Preliminary Examination 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>

## **SYLLABUS OUTCOMES**

- EES11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- EES11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- EES11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- EES11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- EES11/12-5** analyses and evaluates primary and secondary data and information
- EES11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- EES11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- 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

## ECONOMICS 2024

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Extended Response</b> Consumers and Business	<b>Media Research Task</b> Markets	<b>Yearly Examination</b> All topics	
	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9/10	
	<b>Outcomes assessed</b> P1, P2, P5, P10	<b>Outcomes assessed</b> P3, P4, P7, P10, P11	<b>Outcomes assessed</b> P1-P12	
Knowledge and understanding of course content	5	10	25	<b>40</b>
Stimulus based skills	10		10	<b>20</b>
Inquiry and research	5	15		<b>20</b>
Communication of economic information ideas and issues in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## **REPORT OUTCOMES**

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

## ENGLISH ADVANCED 2024

Component	Task 1	Task 2	Task 3	Weighting %	
	<b>Imaginative &amp; Discursive Compositions</b> <b>Common Module</b> Reading to Write	<b>Multimodal Composition</b> <b>Module A</b> Narratives that Shape our World	<b>Preliminary Examination</b> Reading Task and Extended Response <b>Module B</b> Critical Study of Literature		
	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9 and 10		
	<b>Outcomes assessed</b> EA11-1, EA11-4, EA11-9	<b>Outcomes assessed</b> EA11-2, EA11-6, EA11-8	<b>Outcomes assessed</b> EA11-1, EA11-3, EA11-5 EA11-7		
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>	

## **SYLLABUS 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 EAL/D 2024

Component	Task 1	Task 2	Task 3	Weighting %	
	<b>Reading and Extended Writing Task</b>  <b>Module A</b> Language, Texts and Context -	<b>Multimodal presentation</b>  <b>Module B</b> Close Study of Text	<b>Preliminary Examination</b>  <b>Modules A, B and C</b>		
	Term 1, Week 9	Term 2, Weeks 9	Term 3, Weeks 9 & 10		
	<b>Outcomes assessed</b> EAL11-1A, EAL11-5, EAL11-8, EAL11-9	<b>Outcomes assessed</b> EAL11-1B, EAL11-2, EAL11-3, EAL11-4, EAL11-5	<b>Outcomes assessed</b> EAL11-1A, EAL11-3, EAL11-6, EAL11-7		
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>	

## **SYLLABUS 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

## ENGLISH EXTENSION 1 2024

Component	Task 1	Task 2	Task 3	Weighting %
	<p><b>Composition and Reflection</b></p> <p>Students submit a polished narrative/creative non-fiction in a form of their choice and deliver a formal speaking presentation, which analyses the development of their concept and process.</p>	<p><b>Related Research Project</b></p> <p>This project provides opportunities for students to develop skills in independent investigation and critical and creative thinking. Students apply their knowledge about texts studied in this module to their own selected texts.</p>	<p><b>Preliminary Examination</b></p> <p><b>Section I</b> Creative and/or analytical writing/reflection</p> <p><b>Section II</b> Critical essay</p>	
	Term 2, Week 2	Term 3, Week 3	Term 3, Weeks 9 and 10	
	<p><b>Outcomes assessed</b></p> <p>EE11-1, EE11-3, EE11-6</p>	<p><b>Outcomes assessed</b></p> <p>EE11-2, EE11-3, EE11-4</p>	<p><b>Outcomes assessed</b></p> <p>EE11-3, EE11-5, EE11-6</p>	
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis sustained composition and independent investigation	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## **SYLLABUS 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 2024

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Common Module: Reading to Write</b>  Imaginative, Discursive and Reflective Writing	<b>Module A: Contemporary Possibilities</b>  Multimodal	<b>All Modules</b>  Yearly Examination	
	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 9 and 10	
	<b>Outcomes assessed</b> EN11-1, EN11-5, EN11-9	<b>Outcomes assessed</b> EN11-2, EN11-4, EN11-6	<b>Outcomes assessed</b> EN11-3, EN11-7, 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>

## **SYLLABUS 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

## 2024 ENGLISH STUDIES

Component	Task 1	Task 2	Task 3	Weighting %	
	<b>Career Dossier and Interview</b> Mandatory Module: Achieving through English	<b>Multimodal Presentation</b> Module C: On the Road	<b>Portfolio of work</b> All modules -Mandatory Module: Achieving through English -Module A: We are Australians -Module B: Telling us all about it -Module C: On the Road		
	Term 1, Week 9	Term 2, Week 6	Term 3, Week 7		
	<b>Outcomes assessed</b> ES11-1, ES11-3, ES11-4, ES11-7, ES11-10	<b>Outcomes assessed</b> ES11-1, ES11-2, ES11-6, ES11-10, ES11-8	<b>Outcomes assessed</b> ES11-2, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10		
Knowledge and understanding of course content	15	15	20	<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	15	20	<b>50</b>	
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>	

## **SYLLABUS OUTCOMES**

- ES11-1** 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** 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** accesses, comprehends and uses information to communicate in a variety of ways
- ES11-4** composes proficient texts in different forms
- ES11-5** 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** 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** understands and explains the relationships between texts
- ES11-9** 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** monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner



## FOOD TECHNOLOGY 2024

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
	Investigative Study and Practical Food Experiments	Research and Dietary Analysis Practical Task	Preliminary Examination	
	<b>Food Quality</b>	<b>Nutrition</b>	<b>Food Availability and Selection</b>	
	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10	
	<b>Outcomes assessed</b> P2.2 P3.2 P4.4	<b>Outcomes assessed</b> P2.1 P3.1 P4.1 P4.3	<b>Outcomes assessed</b> P1.1 P1.2 P4.2 P5.1	
Knowledge and understanding of course content	10		30	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	15	15		<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		<b>30</b>
	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

**SYLLABUS OUTCOMES:**

- P1.1** identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2** accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.2** identifies and explains the sensory characteristics and functional properties of food
- P2.1** explains the role of food nutrients in human nutrition
- P3.1** assesses the nutrient value of meals/diets for particular individuals and groups
- P3.2** 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
- P5.1** generates ideas and develops solutions to a range of food situations

## JAPANESE CONTINUERS 2024

Component	Task 1	Task 2	Task 3	Weighting %	
	<b>Self-Introduction</b> Digital Submission Listening Task	<b>My Local Community</b> Oral Task Reading and Responding Task	<b>Preliminary Examination</b> Speaking Interview Written Examination (Listening, Reading, and Writing)		
	Term 1, Week 11	Term 2, Week 8	Term 3		
	<b>Outcomes assessed</b> 2.1, 2.3, 3.3, 4.2	<b>Outcomes assessed</b> 1.3, 2.2, 3.1, 3.2, 3.5	<b>Outcomes assessed</b> 1.1, 1.2, 1.4, 2.1, 3.4, 3.6, 4.1, 4.3		
Speaking	5	5	10	<b>20</b>	
Listening and Responding	15		15	<b>30</b>	
Reading and Responding		15	15	<b>30</b>	
Writing		10	10	<b>20</b>	
<b>Total %</b>	<b>20</b>	<b>30</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

## **SYLLABUS 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 2024

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Research Task</b> The Legal System	<b>Case Study</b> Individual and the Law	<b>Preliminary Examination</b> All Topics	
	Term 1, Week 9	Term 2, Week 8	Term 3, Week 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 ADVANCED 2024

Component	Task 1	Task 2	Task 3	Weighting %
	<b>In Class Test</b>  MA-F1 Working with functions	<b>Investigation Task including validation test</b>  Trigonometry and Measure of Angles, Trigonometric functions and Identities	<b>Preliminary Examination</b>  All Preliminary content	
	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 9 & 10	
	<b>Outcomes assessed</b> MA11-1, MA11-2	<b>Outcomes assessed</b> MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	<b>Outcomes assessed</b> All outcomes covered	
Understanding, Fluency and Communication	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **SYLLABUS 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 2024

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Investigation task with a validation component</b>  Further work with Functions	<b>In class Task</b>  Further Work with Functions, Polynomials, Inverse Trigonometric Functions, Further Trigonometric Identities, Working with Combinatorics	<b>Preliminary Examination</b>  All Preliminary content	
	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 9 & 10	
	<b>Outcomes assessed</b>  ME11-1, ME11-2, ME11-6, ME11-7	<b>Outcomes assessed</b>  ME11-1, ME11-5, ME11-6, ME11-7	<b>Outcomes assessed</b>  All outcomes covered	
Understanding, Fluency and Communication	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **SYLLABUS 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 2024

Component	Task 1	Task 2	Task 3	Weighting %
	<b>In Class Test</b> Earning Money & Taxation, Formula and Equations, Probability	<b>Investigation Task incorporating an in-class validation component</b> Collecting & Presenting Data, Managing a Home, Owning a Car	<b>Preliminary Examination</b>  All Preliminary content	
	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 9 and 10	
	<b>Outcomes assessed</b> MS11-1, MS11-2, MS11-5, MS11-6, MS11-8	<b>Outcomes assessed</b> MS11-3, MS11-4, MS11-7, MS11-9, MS11-10	<b>Outcomes assessed</b> All outcomes covered	
Understanding, Fluency and Communication	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **SYLLABUS 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

## MATHEMATICS NUMERACY 2024

Component	Task 1	Task 2	Task 3	Weighting %
	<p style="text-align: center;"><b>Investigative Task</b> <b>Renovate / Redecorate</b></p> <p style="text-align: center;">Whole Numbers Distance, Area &amp; Volume Metric Relationships Length, Mass &amp; capacity</p>	<p style="text-align: center;"><b>Research</b> <b>Travel Guide</b></p> <p style="text-align: center;">Operations with whole numbers Data, Graphs &amp; Tables Time Length, Mass &amp; capacity</p>	<p style="text-align: center;"><b>Numerical Reasoning</b> <b>Garden Design</b></p> <p style="text-align: center;">Length, Mass &amp; Capacity Fractions &amp; Decimals Distance, Area &amp; Volume</p>	
	Term 1, Week 9	Term 2, Week 8	Term 3, Week 6	
	<p style="text-align: center;"><b>Outcomes assessed</b></p> <p style="text-align: center;">N6-1.1, N6-1.2, N61-2.1, N6-2.2, N6-3.1</p>	<p style="text-align: center;"><b>Outcomes assessed</b></p> <p style="text-align: center;">N6-1.1, N6-2.2, N6-2.3, N6-3.2</p>	<p style="text-align: center;"><b>Outcomes assessed</b></p> <p style="text-align: center;">N6-1.2, N6-2.1, N6-2.2, N6-2.4, N6-2.5, N6-3.1</p>	
Knowledge & understanding	15	15	20	<b>50</b>
Skills	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **SYLLABUS OUTCOMES**

- 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

## MODERN HISTORY 2024

Component	Task 1	Task 2	Task 3	Weighting %
	<b>Investigating Modern History</b> Class Test – Extended Response supported by historical sources.	<b>Historical Investigation – Historical                      Research Task</b> Research and Essay – Research log and essay.	<b>Yearly Examination</b> All Topics	
	Term 1, Week 9	Term 2, Week 10	Term 3 Examination Period (Week 9)	
	<b>Outcomes assessed</b> MH11-1, MH11-2, MH11-3, MH11-6, MH11-9	<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- 5, MH11-6, MH11-9	
Knowledge and understanding of course content	15		25	<b>40</b>
Source based skills		10	10	<b>20</b>
Historical inquiry and research	5	15		<b>20</b>
Communication of historical understanding in appropriate forms	10	5	5	<b>20</b>
<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



## PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2024

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 11	Term 2, Week 7	Term 3, Weeks 9 & 10	
	<b>Outcomes assessed</b> P7, P8, P9, P10, 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, P10, P12, P14, P17	
Knowledge and understanding of course content	15	10	15	<b>40</b>
Skills in critical thinking, research, analysis and communicating	15	20	25	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **SYLLABUS 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

## PHOTOGRAPHY, VIDEO & DIGITAL IMAGING 2024

Component	Task 1	Task 2	Task 3	Weighting %
	<p><b>Critical &amp; Historical Essay</b> <b>WH&amp;S + Law Mandatory</b></p> <p>Research Task based on History and Theory of Photography.</p> <p>WH&amp;S and Photography and the Law</p>	<p><b>Digital &amp; Video Portfolio</b></p> <p>Development of portfolio of digital and video photography work including the development in VAPD</p>	<p><b>Wet Dark Room Portfolio</b></p> <p>Development of portfolio of wet darkroom photography work including the development in VAPD</p>	
	Term 1, Week 10	Term 2, Week 7	Term 3, Week 7	
	<p><b>Outcomes assessed</b></p> <p>M6 CH1 CH2 CH3 CH4 CH5</p>	<p><b>Outcomes assessed</b></p> <p>M1 M2 M3 M4 M5 M6</p>	<p><b>Outcomes assessed</b></p> <p>M1 M2 M3 M4 M5 M6</p>	
Art Making		45	25	<b>70</b>
Art Criticism and Art History	30			<b>30</b>
<b>Total %</b>	<b>30</b>	<b>45</b>	<b>25</b>	<b>100</b>

### **OBJECTIVE FOR MAKING**

Students will develop knowledge, skills and understanding, through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment

### **OUTCOMES FOR MAKING**

- 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

### **OBJECTIVE FOR CRITICAL AND HISTORICAL STUDIES**

Students will develop knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging

### **OUTCOMES FOR CRITICAL AND HISTORICAL STUDIES**

- 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

## PHYSICS 2024

Component	Task 1	Task 2	Task 3	Weighting %
	Depth Study Modules 1 & 2	Practical / Processing Module 3	Preliminary Examination All Modules	
	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9/10	
	Outcomes assessed PHY11-2, PHY11-3, PHY11-4, PHY11-5, PHY11-6, PHY11-8	Outcomes assessed PHY11-2, PHY11-3, PHY11-4, PHY11-5, PHY11-6, PHY11-9	Outcomes assessed 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>

## **SYLLABUS OUTCOMES**

- 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, light and thermodynamic principles
- PH11-11** explains and quantitatively analyses electric fields, circuitry and magnetism

## SOCIETY AND CULTURE 2024

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	<b>Intercultural Communication</b> Yearly Examination	
	Term 1 Week 9	Term 2 Week 8	Preliminary Exam Period	
	<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>35</b>	<b>40</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



## VISUAL ARTS 2024

Component	Task 1	Task 2	Task 3	Weighting %
	<p><b>Art criticism and art history research and analysis</b></p> <p>Research Design 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><b>Section I</b> All questions</p> <p><b>Section II</b> 1 question</p>	
	Term 2, Week 2	Term 3, Week 8	Term 3, Weeks 9 & 10	
	<b>Outcomes assessed</b> P2, P7, P8, P9	<b>Outcomes assessed</b> P1, P2, P3, P4, P5, P6	<b>Outcomes assessed</b> P7, P8, P9, P10	
Art making	10	40		<b>50</b>
Art Criticism and Art History	25		25	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>40</b>	<b>25</b>	<b>100</b>

## SYLLABUS OUTCOMES

### ARTMAKING OUTCOMES

<b>P1</b>	<b>Practice</b>	Explores the conventions of practice in artmaking
<b>P2</b>	<b>Conceptual Framework</b>	Explores the roles and relationships between the concepts of artist, artwork, world and audience
<b>P3</b>	<b>Frames</b>	Identifies the frames as the basis of understanding expressive representation through the making of art
<b>P4</b>	<b>Representation</b>	Investigates subject matter and forms as representations in artmaking
<b>P5</b>	<b>Conceptual Strength and Meaning</b>	Investigates ways of developing coherence and layers of meaning in the making of art
<b>P6</b>	<b>Resolution</b>	Explores a range of material techniques in ways that support artistic intentions

### ART CRITICISM AND ART HISTORY OUTCOMES

<b>P7</b>	<b>Practice</b>	Explores the conventions of practice in art criticism and art history
<b>P8</b>	<b>Conceptual Framework</b>	Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
<b>P9</b>	<b>Frames</b>	Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
<b>P10</b>	<b>Representation</b>	Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

## WORK STUDIES 2024

Component	Task 1	Task 2	Task 3	Weighting %
	<b>School to Work Portfolio</b>  Portfolio of work from Module 1 – My Working Life	<b>Working Obligations and Responsibilities Task</b>  In class research task based on learning from Module 2 – In the Workplace	<b>Job Application and Interview</b>  Skills based in-class task about Module 3 – Job Applications	
	Term 1, Week 9	Term 2, Week 10	Term 3 Week 7	
	<b>Outcomes assessed</b> <b>WS2, WS4, WS9</b>	<b>Outcomes assessed</b> <b>WS1, WS5, WS8</b>	<b>Outcomes assessed</b> <b>WS3, WS6, WS7</b>	
Knowledge and understanding of work, the work environment and skills for employment	5	10		<b>15</b>
Knowledge and understanding of employment options, career management, life planning and further education and training	10		5	<b>15</b>
Skills for success in the workplace		5	30	<b>35</b>
Skills in critically assessing personal and social influences on individuals and groups	20	15		<b>35</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## **REPORT OUTCOMES**

- WS1.** Investigates a range of work environments
- WS2.** Examines different types of work and skills for employment
- WS3.** Analyses employment options and strategies for career management
- WS4.** Assesses pathways for further education, training and life planning
- WS5.** Communicates and uses technology effectively
- WS6.** Applies self-management and teamwork skills
- WS7.** Utilises strategies to plan, organise and solve problems
- WS8.** Assesses influences on people's working lives
- WS9.** Evaluates personal and social influences on individuals and groups

## 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 based on 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.

<b>Assessment Tasks for SIT20421 Certificate II in Cookery</b> <b>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</b>		Task 1	Task 2	Preliminary Yearly Exam
		Week 8  Term 2 2024	Week 10  Term 3 2024	Week 9/10  Term 3 2024
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	x		
SITXWHS005	Participate in safe work practices	x		
SITXFSA006	Participate in safe food handling practices	x		
SITHCCC025	Prepare and present sandwiches	x		
SITXCOM007	Show social and cultural sensitivity	x		
SITXCCS011	Interact with customers	x		
SITHKOP009	Clean kitchen premises and equipment		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. 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

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**SIS30521 CERTIFICATE 11 IN SPORTS COACHING**

<b>Assessment Tasks for SIS30521 Certificate III in Sport Coaching</b> <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		<b>Task 1</b> Tournament Time	<b>Task 2</b> The Community Coach	<b>Task 3</b> Continuously improve officiating skills and knowledge	<b>Task 4</b> Provide First Aid (Credit Transfer)
		Week 2	Week 7	Week 3	Term 3
		Term 2	Term 3	Term 4	Completed via incursion
<b>Code</b>	<b>Unit of Competency</b>	Date 10/5/24	Date 6/9/24	Date 25/10/24	
HLTWS001	Participate in workplace health and safety	X			
SISXIND006	Conduct sport, fitness and recreation events	X			
SISSSCO002	Work in a community coaching role		X		
SISSSCO005	Continuously improve coaching skills and knowledge		X		
SISSSOF002	Continuously improve officiating skills and knowledge			X	
HLTAID011	Provide first aid				X

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards the SIS30521 Certificate III in Sport Coaching.

**\* This course is not HSC examinable**

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

## 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 <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z> for more detailed information regarding HSC course outcomes, syllabus requirements and support documents.