

THE FOREST HIGH SCHOOL



YEAR 11 ASSESSMENT POLICY FOR 2022

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YEAR 11 2022 Assessment Planner

Enter the tasks due in the table below. This will help you plan your year ahead.

Week	Term 1, 2022	Term 2, 2022	Term 3, 2022
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

GENERAL REQUIREMENTS OF STUDENTS FOR Year 11 COURSE

NESA Terminology from Assessment, Certification & Examination (ACE) manual:	For students at The Forest High School this means:
“Followed the course developed or endorsed by the New South Wales Education Standards Authority (NESA)”	<ul style="list-style-type: none"> • Following the relevant NESA syllabus and participating in the learning activities set by the teacher
“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"> • Attending all timetabled lessons unless there is a valid, explained reason • Making a genuine attempt to complete the greater majority of tasks set in class or at home to the best of their ability • Actively participating in the learning experiences provided • Completing mandatory practical activities
“Achieved some or all of the course outcomes”	<ul style="list-style-type: none"> • 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

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

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

NESA = NSW Educations Standards Authority (www.educationstandards.nsw.edu.au)

ASSESSMENT, ATTENDANCE and MALPRACTICE

1. Assessment Tasks – General Principles

- 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 by 4:00pm on the due date. Unless otherwise specified, all assessment tasks must be handed in as hard copies.
- 1.5 Assessment for the HSC Course will begin Term 4, Year 11 and finish approximately Week 7, Term 3 in Year 12.
- 1.6 Assessments can only be based on the HSC course, apart from exceptions noted by NESA.
- 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 For subjects with an externally marked practical/performance component, the majority of the work must be done at school under teacher supervision.
- 1.9 All teachers will display laminated copies of their classes' assessment schedules in their classroom.
- 1.10 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.
- 1.11 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.

For more detailed information on HSC assessment, visit: <http://www.educationstandards.nsw.edu.au/hsc-results/understanding.html>

2. Completion of Assessment Tasks

- 2.1.1 Work submitted late will receive a zero mark unless an illness/ misadventure application is approved. The process for approval is as follows:
 - notify the school by phone on **the day of the assessment task**
 - **on the day of return**, submit an Assessment Task Appeal Form to the Head Teacher of the Faculty. Assessment Task Appeal Forms may be found in the booklet
 - attach to the Assessment Task Appeal Form
 - o **a letter of explanation** which includes the reason for the absence and an indication that the student's parent or caregiver is aware that an assessment task has been missed; and
 - o **a medical certificate for illness**
 - o other relevant documentation can be requested
- 2.2 If an Assessment Appeal has been granted then the Head Teacher Faculty may:

- authorise an alternative task to be given as soon after the student's return as is reasonable and practicable;
 - grant an extension of time;
 - determine an alternative procedure (in consultation with the Principal)
- 2.3 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.
- 2.4 If a student is absent from an assessment task due to illness, 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.
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.
- 2.5 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.
- 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 the Head Teacher 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 the Head of Faculty within three days.
- 2.8 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.
- 2.9 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 2.4)
- 2.10 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 Assessment Task Appeal Form to the Head Teacher of the Faculty with a doctor's certificate attached must be submitted within three (3) days of returning to school and handed to the Head Teacher.
- 2.11 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 Assessment Task Appeal Form with relevant documentation must be attached and submitted within three (3) days of returning to school and handed to the Head Teacher.
- 2.12 In the event of illness/misadventure for a Trial Examination students/parents need to notify the school on the day of the examination. The student or parent must lodge an Assessment Task Appeal Form with relevant documentation attached to the Deputy Principal on their return to

school. Students who miss an examination will sit the task during the next available timeslot during the Trial 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.

SCHOOL RIGHTS/RESPONSIBILITIES

In addition to the points in section 2, the school also has the following rights and responsibilities in the setting of tasks:

- a) The school makes every effort to see that all students perform assessment tasks under the same conditions.
- b) The school reserves the right to change the date or conditions of an assessment task if necessary to be fair to all students or because of unforeseen circumstances.
- c) If a problem occurs during the performance of an assessment task, the student should complete the task and its validity will be determined later.

3. Assessment Marks

3.1 Students will receive an overall assessment mark, graded out of 100. They will also receive a corresponding grade from A to E.

3.2 A student who does not satisfactorily complete the course will receive a N-determination.

3.3 Students will also be given information regarding their overall rank in the course, and the percentage of students who achieved each grade.

4. Non Completion of Assessment Tasks

4.1 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.

4.2 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.

5. Attendance

5.1 *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.

5.2 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.

- 5.3 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.”*
- 5.4 Students must be available to sit Trial Higher School Certificate Examinations on any day of the designated Trial period.
- 5.5 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.
- 5.5 **Student Procedure when Travelling Overseas or Interstate**
- i) Year 11 and 12 students will only be granted exemption from school in extraordinary circumstances. Parents are to apply for exemption in advance to the Principal. Exemption forms are located on the school’s web-site.
 - ii) Students requesting extended leave a written request must be given to the Principal in advance.
 - iii) Extended leave that clashes with assessment tasks may result in a zero being awarded for that task.

6. Malpractice

- 6.1 Student malpractice in assessment tasks and examinations is a serious offence. Malpractice consists of the following, but not limited to:
- i) Plagiarism & aiding plagiarism
 - ii) Frivolous attempt
 - iii) Offensive content
 - iv) Distributing or sharing the content of examinations and in-class tasks during exclusion period
- 6.2 Completion of assessment tasks must comply with the NESA policy: All My Own Work. Year 11 and 12 students who commit malpractice will be placed on the NESA Malpractice Register.
- Plagiarism is considered malpractice.** Plagiarism is the use of others work 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 footnoted or quoted.
 - The copying of someone else’s ideas, including paraphrasing, is allowed, as long as it is acknowledged.

VET, AQF and the HSC

VOCATIONAL EDUCATION AND TRAINING (VET) COURSE ASSESSMENT INFORMATION

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Preliminary and HSC qualification
- Competencies which can lead to a statement of Attainment, Certificate 1, 2 or 3 which is awarded under the Australian Qualifications Framework (AQF)

Students will be assessed in both areas during each VET Course.

AQF Assessment

All Industry Curriculum Framework Courses are assessed under national Competency Standards that have been determined by industry for inclusion in the framework training packages.

Competency-based assessment means that students work to develop the competencies, skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency- based assessment. Students are assessed as either competent or not yet competent.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards. The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at that time, they will be given at least one further opportunity at an agreed time to be re-assessed. There are a number of competencies that may only be offered once during the course due to their:

WHS requirement - Cost - Time frame - Supervision required - Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

Higher School Certificate (HSC)

Students will be awarded units towards their Preliminary and HSC by studying a VET course.

Some VET Courses, for example, Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Admission Rank (ATAR)

As with all HSC courses, NESA procedures apply to all VET Courses. (refer to school NESA procedures)

VET courses will be listed on the HSC Certificate Record of Achievement. No mark will be listed for the achievement of competency.

For students who have undertaken the HSC examination, a scaled examination mark will be recorded on the HSC Certificate. No school-based assessment mark will be recorded.

No Assessment mark for VET Courses is required by NESAC. An estimated examination mark for students entered for the HSC written examination must be submitted. This mark will be used only in the case of an illness/disadvantage appeal. A trial HSC examination mark would be a suitable task.

Work Placement

Work Placement is a mandatory HSC requirement of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course – a minimum of 35 hours in a workplace
- 240 hour course – a minimum of 70 hours in a workplace
- 60 hour course (extension) – a minimum of 14 hours in a workplace

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESAC course requirements. Penalties will occur if mandatory hours are not met. Learning in the workplace will enable students to:

- | | |
|---|--|
| - Progress towards the achievement of industry competencies | - Develop appropriate attitude towards work |
| - Learn a range of behaviours appropriate to the industry workshop | - Practice skills acquired off the job in a classroom or |
| - Develop additional skills and knowledge, including key competencies | |

Note:

Entertainment Industry course permissible for up to 50% of Work Placement to be undertaken in other entertainment production environments intended for public performance, including school productions. Evidence must be documented and authorised by school.

Assessment Schedule

Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency.

Appeals Procedure

Normal school assessment appeals procedures will apply for VET courses.

DISABILITY PROVISIONS PROCEDURES

Am I eligible for disability provisions?

Disability provisions are designed to help students who would not otherwise be able to make a fair attempt at completing a formal examination or assessment task. Disability may be permanent, temporary, or intermittent.

The provisions are divided into two categories; medical disability provisions and learning disability provisions.

- *Medical Disability Provisions*

Medical disability provisions are granted to students who have a diagnosed medical condition that has an impact on their ability to perform under examination or assessment conditions. Examples of conditions that may qualify a student for these types of provisions include, but are not limited to; anxiety, chronic illness or injury, diabetes or a physical impairment (such as a hand tremor, loss of limb, arthritis etc.).

- *Learning Disability Provisions*

Learning disability provisions are granted in circumstances where a student's learning difficulties impair their ability to demonstrate their skills and knowledge in a formal examination or assessment task. Examples of conditions that may qualify a student for these types of provisions include, but are not limited to; a spelling disability, a reading disability or a writing disability. If you experience learning difficulties but you are unsure about whether or not you may qualify for provisions, the school can conduct academic testing to determine if you meet the NESA eligibility criteria.

Do I need to apply?

Yes, you need to apply in order to receive provisions. The provisions you may be granted depend on the nature and extent of your condition. The school's Learning and Support Team can help you identify the provisions that are most likely to benefit your individual learning needs.

Students should start the application process as soon as they receive confirmation of their disability.

How do I apply?

The school's Learning and Support Team are responsible for organising and applying for HSC disability provisions. If you believe you are eligible for provisions and would like to apply, or if you would like advice on whether or not you may be eligible, please contact your year advisor and they will direct you to the relevant member of the Learning and Support Team.

What evidence do I need?

Functional evidence is the most important evidence. Regardless of which provisions you are applying for, NESA requires a statement from each of your HSC teachers, outlining the extent to which your disability impacts your access to subject skills and content. These statements, combined with formal diagnostic evidence, provide NESA with the necessary information to determine which provisions will allow you to equitably access the HSC examination. Once you have provided evidence of your disability, the Learning and Support Team will obtain these comments from your HSC subject teachers.

The evidence required for application varies depending on the nature of your condition and the provisions you are applying for. In order to apply for medical disability provisions, the school requires confirmation of your diagnosis from a qualified medical practitioner. If you are applying for learning disability provisions, you may require reading, writing and/or spelling tests, which can be arranged through the school's Learning and Support Team.

What provisions can I access?

Every student is unique; therefore there are a range of provisions available to students, and students with the same general diagnosis may receive different provisions. These include, but are not limited to:

- Diabetic needs
- Bite-sized food
- Medication
- Extra time to write (for a writing disability)
- Extra time to read (for a reading disability)
- Reader (for a reading disability)
- Writer (for a physical impairment, e.g. hand tremor)
- Rest breaks
- Stand/stretch breaks
- Small group supervision (for a diagnosed medical condition, e.g. anxiety)
- Special equipment (e.g. alternate desk, padded chair)

My child has always received adjustment at school. Do I need to apply separately for the HSC examination?

Yes, you need to apply for HSC Disability Provisions. The learning adjustments the school has made for your child is an internal process. Accessing HSC Disability Provisions is an external process that needs to be approved by NESAs.

The purpose of HSC Disability provisions is to:

- Provide support to access (read and respond to) the HSC exam.
- Ensure learning, medical, vision or hearing disabilities do not prevent a student from accessing the exam.

Internal school provisions may differ from NESAs examination approved provisions.

What is the threshold for a successful disability provision application?

Every student applying for disability provisions is unique. Therefore, each case is assessed separately.

Provisions are determined on the basis of functional evidence. It is the impact on their capacity to access examinations that is crucial.

Provisions are not designed to support students to achieve their potential.

The HSC examination starts next week and my child has sustained a serious injury. What do I do?

Emergency provisions for late injury and illness can be approved within 6 weeks of the first examination. Common applications are from broken arms, wrists, recent surgeries, or other debilitating illness or injury. In these cases, contact the school on (02) 9451 5111.

PATHWAYS

What is Pathways?

HSC Pathways is an alternate studying option whereby students can flexibly complete their HSC over multiple years (up to 5 years).

Who can do Pathways?

Pathways is recommended for students whose circumstances may prevent them from completing full-time study. This may include students who work part-time, students who have demanding athletic training schedules, or students who have suffered a chronic illness.

International students are not eligible to complete their HSC via Pathways.

Can I get an ATAR?

Yes, assuming you meet the subject requirements outlined in the UAC guidelines, undertaking Pathways will not have an impact on your ability to attain an ATAR.

LIFE SKILLS

What is Life Skills?

Year 11 and 12 Life Skills courses provide options for students who cannot access the regular course outcomes, particularly students with an intellectual disability.

In Stage 6, there is at least one Life Skills equivalent course for each key learning area. If you undertake a Life Skills equivalent course in one key learning area, you are **not** obliged to undertake Life Skills courses in your other subject areas.

Who can do Life Skills?

Life Skills is suitable for students with a significant cognitive or social/emotional disability that is likely to prevent them from successfully completing a traditional HSC course.

Can I get an ATAR?

Life Skills equivalent courses **do not** count towards your ATAR. If you wish to complete a Life Skills course and still receive an ATAR, you will need to fulfil the minimum requirement of 10 approved units of traditional courses, **excluding** the Life Skills course. Traditionally, students undertaking one or more Life Skills courses do not seek an ATAR.

To access more information about Disability Provisions:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

2022 Higher School Certificate Year 11 Courses

Category A Board Developed Courses - pages 17-79

Vocational Education and Training Courses - pages 81-83

Content Endorsed Courses - page 84

Ancient History

Task number	Task 1	Task 2	Task 3	
Nature of task	Source Analysis Task - Spartacus	Historical Investigation	Yearly Examination All topics	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 7	
Outcomes assessed	AH11-4, AH11-6, AH11-7, AH11-9, AH11-10	AH11-1 , AH11-5, AH11-6, AH11-8,	AH11-1, AH11-2, AH11-3, AH11-4, AH11-6, AH11-9, AH11-10	
Components				Weighting
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10		10	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	10		10	20
Total %	30	30	40	100

NB - Assessment task dates are approximate and may vary from those specified

Ancient History

AREAS OF LEARNING	OUTCOMES
1. Students understand and have knowledge of the people, places, societies and events in the context of their times	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
2. Students understand and have knowledge of the change and continuity over time	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
3. Students develop skills in the process of historical inquiry	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
4. Students develop skills in communicating an understanding of history	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

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Investigation Module 1 Enzymes	Depth Study Presentation Module 3 and 4 Ecosystems	Yearly Examination Module 1, 2, 3, 4 All course content	
ESTIMATED SUBMISSION	Term 1, Week 9 and 10	Term 3, Week 3/4/5	Term 3, Week 9/10	
Components	Outcomes assessed AL1, AL2, AL3, AL4	Outcomes assessed AL1, AL2, AL3, AL6, AL7	Outcomes assessed AL2, AL3, AL4, AL5, AL6, AL7	Weighting
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

Biology – Outcomes

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Designs AND/OR develops scientific question for investigation	BIO11/12-1, BIO11/12-2
AL2	Conducts a scientific investigation AND/OR processes and analyses data from an investigation	BIO11/12-3, BIO11/12-4, BIO11/12-5
AL3	Solves problems using the scientific process and communicates findings	BIO11/12-6, BIO11/12-7
AL4	Demonstrates understanding of cell structure and function	BIO11-8
AL5	Demonstrates understanding of macroscopic processes in multicellular organisms	BIO11-9
AL6	Demonstrates understanding of evolution and biodiversity	BIO11-10
AL7	Demonstrates understanding of how organisms interact within ecosystems	BIO11-11

Syllabus Outcomes

Working Scientifically

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

Knowledge and Understanding

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 explains structure and function of multicellular organisms; describes how coordinated activities of cells/tissues/organs affect 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

Task number	Task 1	Task 2	Task 3	
Nature of task	Extended Response The Nature of Business	Multiple Choice and short answer Business Planning	Yearly Examination All topics	
Timing	Term 1, Week 7	Term 2, Week 9	Term 3, Week 9/10	
Components	Areas of Learning AL2, AL5	Areas of Learning AL1, AL4	Areas of Learning AL1, AL2, AL3, AL4, AL5, AL6	Weighting
Knowledge and understanding of course content		20	20	40
Stimulus-based skills		10	10	20
Inquiry and research	20			20
Communication of business information, ideas and issues in appropriate forms	10		10	20
Total %	30	30	40	100

NB - Assessment task dates are approximate and may vary from those specified

Business Studies - Outcomes

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Students understand and have knowledge of the nature, role and structure of business and its functions and processes	P1, P4
AL2	Students understand and have knowledge of the internal and external influences on business	P2, P3
AL3	Students understand and have knowledge of management strategies and their effectiveness	P5, P6
AL4	Students investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations	P7, P8
AL5	Students communicate business information and issues using appropriate formats	P9
AL6	Students apply mathematical concepts appropriate to business situations	P10

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

Chemistry

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Assessment Module 2 Quantitative Chemistry	Depth Study Module 3 Reactive Chemistry	Yearly Examination Module 1-4 All course content	
ESTIMATED SUBMISSION	Term 2, Week 3	Term 3, Week 5	Term 3, Week 9-10	
Components	Outcomes assessed AL2, AL3, AL5	Outcomes assessed AL1, AL2, AL3, AL6	Outcomes assessed AL1, AL2, AL3, AL4, AL5, AL6, AL7	Weighting
Skills in Working Scientifically	15	30	15	60
Knowledge and Understanding	10	10	20	40
Total %	25	40	35	100

Chemistry - Outcomes

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Designs AND/OR develops scientific question for investigation	CH11/12-1, CH11/12-2
AL2	Conducts a scientific investigation AND/OR processes and analyses data from an investigation	CH11/12-3, CH11/12-4, CH11/12-5
AL3	Solves problems using the scientific process and communicates findings	CH11/12-6, CH11/12-7
AL4	Demonstrates understanding of properties of matter	CH11-8
AL5	Demonstrates understanding of quantitative chemistry and stoichiometry	CH11-9
AL6	Demonstrates understanding of how the rate of a chemical reaction can be controlled	CH11-10
AL7	Demonstrates understanding of the role that energy plays in driving chemical reactions	CH11-11

Syllabus Outcomes

Working Scientifically

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

Knowledge and Understanding

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

Community and Family Studies

Task number	Task 1	Task 2	Task 3	
Nature of task	Design, conduct an interview and in Class Task Core 1 Resource Management,	Design, conduct and analyse a Questionnaire and in Class Task Core 2 Individuals and Groups Core 3 Families and Communities	Yearly Examination	
Timing	Term 2, Week 2	Term 3, Week 6	Term 3, Weeks 9	
Outcomes assessed	P4.1, 4.2, 6.1, 6.2, 7.2	P 2.1, 2.3, 3.1 3.2 ,4.1, 4.2, 6.1, 6.2, 7.1, 7.4	P1.1, 1.2, 2.1, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 5.1, 6.1, 6.2	
Components				Weighting
Skills in critical thinking, research methodologies and communications.	20	20	20	60
Knowledge and understanding of course content.	10	10	20	40
Total	30	30	40	100

Community and Family Studies

AREAS OF LEARNING	OUTCOMES
1. Students will develop knowledge and understanding about resource management and its role in ensuring individual, group, family and community wellbeing.	P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals P1.2 proposes effective solutions to resource problems
2. Students will develop knowledge and understanding about the contribution positive relationships make to individual, group, family and community wellbeing	P1.2 proposes effective solutions to resource problems P2.1 accounts for the roles and relationships that individuals adopt within groups P2.2 describes the role of the family and other groups in the socialisation of individuals P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning
3. Students will develop knowledge and understanding about the influence of a range of societal factors on individuals and the nature of groups, families and communities	P3.1 explains the changing nature of families and communities in contemporary society P3.2 analyses the significance of gender in defining roles and relationships
4. Students will develop knowledge and understanding about research methodology and skills in researching, analysing and communicating	P4.1 utilises research methodology appropriate to the study of social issues P4.2 presents information in written,
5. Students will develop skills in the application of management processes to meet the needs of individuals, groups, families and communities	P5.1 applies management processes to maximise the efficient use of resources
6. Students will develop skills in critical thinking and the ability to take responsible action to promote wellbeing	P6.1 distinguishes those actions that enhance wellbeing P6.2 uses critical thinking skills to enhance decision making
7. Students will develop an appreciation of the diversity and interdependence of individuals, families, groups and communities	7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society 7.2 develops a sense of responsibility for the wellbeing of themselves and others 7.3 appreciates the value of resource management in response to change 7.4 values the place of management in coping with a variety of role expectations

Design Technology

Task number	Task 1	Task 2	Task 3	
Nature of task	Project Proposal Presentation Report	Innovation and Emerging Technology Case Study * *Mandatory Task	Year 11 Final Examination	
ESTIMATED SUBMISSION	Term 4, Week 6	Term 1, Week 6	Term 3, Weeks 9-10	
Components	Areas of Learning AL	Areas of Learning AL	Areas of Learning AL	Weighting
Skills in critical thinking, research methodologies and communications.		20	20	40
Knowledge and understanding of course content.	20		10	30
Total	20	20	30	100

DESIGN and TECHNOLOGY - OUTCOMES

Areas of Learning		
Number	Description: Students will develop	Syllabus Outcomes
AL1	knowledge and understanding about design theory and design processes in a range of contexts	P1.1
AL2	knowledge, understanding and appreciation of the interrelationship of design, technology, society, and the environment	P2.1, P2.2
AL3	creativity and an understanding of innovation and entrepreneurial activity in a range of contexts	P3.1
AL4	skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities	P4.1, P4.2, P4.2
AL5	skills in research, communication and management in design and production	P5.1, P5.2, P5.3
AL6	knowledge and understanding about current and emerging technologies in a variety of settings	P6.1, P6.2

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 resources effectively and safely in the development and production of design solutions

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

H6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects

H6.2 evaluates and uses computer-based technologies in designing and producing

Drama

Task number	Task 1	Task 2	Task 3	
Nature of task	Group Performance and Logbook Making Performing	Elements of Production Folio Making Critically Studying	Individual Performance and Logbook Performing Critically Studying Written Examination Critically Studying	
ESTIMATED SUBMISSION	Term 2, Week 1	Term 3, Week 1	Term 3, Weeks 9-10	
Components	Outcomes assessed AL1, AL2	Outcomes assessed AL1, AL3	Outcomes assessed AL2, AL3	Weighting
Skills in critical thinking, research methodologies and communications.	15	25		40
Knowledge and understanding of course content.	15		15	30
Total	30	35	35	100

Drama - Outcomes

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Making	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8
AL2	Performing	P2.1, P2.2, P2.3, P2.4, P2.5, P2.6
AL3	Critically Studying	P3.1, P3.2, P3.3, P3.4

Syllabus Outcomes

P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles

P1.2 explores ideas and situations, expressing them imaginatively in dramatic form

P1.3 demonstrates performance skills appropriate to a variety of styles and media

P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively

P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance

P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action

P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration

P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole

P2.1 understands the dynamics of actor-audience relationship

P2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers

P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action

P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces

P2.5 understands and demonstrates the commitment, collaboration and energy required for a production

P2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance

P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others

P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques

P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

Engineering Studies

Task number	Task 1	Task 2	Task 3	
Nature of task	In Class Test Engineering Fundamentals	Engineering Report Bio Engineering	Yearly Examination Engineering Fundamentals Engineering Products Braking systems Bio Engineering	
ESTIMATED SUBMISSION	Term 1, Week 8	Term 3, Week 7	Term 3, Weeks 9/10	
Components	Areas of Learning AL1, AL3	Areas of Learning AL1, AL2, AL3, AL4	Areas of Learning AL1, AL2, AL3, AL4, AL6	Weighting
Knowledge and understanding of course content	15	20	25	60
Knowledge and skills in research, problem solving and communication related to engineering practice	10	15	15	40
Total %	25	35	40	100

Engineering Studies – Outcomes

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	understanding of the scope of engineering and the role of the engineer	P1.1, P1.2
AL2	knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society	P2.1, P2.2
AL3	communication skills appropriate to engineering practices	P3.1, P3.2, P3.3
AL4	knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice	P4.1, P4.2, P4.3
AL5	management and problem-solving in engineering contexts	P5.1, P5.2
AL6	skills in the application of engineering methodology	P6.1, P6.2

Syllabus Outcomes

P1.1 identifies the scope of engineering and recognises current innovations

P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering applications

P2.1 describes the types of materials, components and processes and explains their implications for engineering development

P2.2 describes the nature of engineering in specific fields and its importance to society

P3.1 uses mathematical, scientific, and graphical methods to solve problems of engineering practice

P3.2 develops written, oral and presentation skills and applies these to engineering reports

P3.3 applies graphics as a communication tool

P4.1 describes developments in technology and their impact on engineering products

P4.2 describes the influence of technological change on engineering and its effect on people

P4.3 identifies the social, environmental, and cultural implications of technological change in engineering

P5.1 demonstrates the ability to work both individually and in teams

P5.2 applies management and planning skills related to engineering

P6.1 applies knowledge and skills in research and problem-solving related to engineering

P6.2 applies skills in analysis, synthesis and experimentation related to engineering

EAL/D

Task number	Task 1	Task 2	Task 3	
Nature of task	Point of view writing task Language, Texts and Context	Multimodal presentation (including listening) Close Study of Text	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9/10	
Modes	Speaking, Representing Listening, Viewing	Reading, Writing, Reflecting	Reading, Writing	
Outcomes assessed	EAL11-1B, EAL11-3, EAL11-4, EAL11-7	EAL11-1A, EAL11-2, EAL11-3, EAL11-5, EAL11-9	EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8	
Components				Weighting
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
TOTAL %	30	40	30	100

In conjunction with the formal assessment tasks, students will be required to compose regular pieces of analytical writing for their class teacher in a portfolio.

EAL/D

Areas of Learning	EAL/D Stage 6 Outcomes
Outcome A	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
Outcome B	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
Outcome C	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
Outcome D	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
Outcome E	EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

English Advanced

Task Number	Task 1 Reading to Write	Task 2 Module A	Task 3 All units	
Nature of task	Imaginative text with reflection	Speaking and Representing Task	Yearly Examination Paper One: Common Module Paper Two: Module B	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8	
Modes	Reading, Writing, Reflecting	Speaking, Representing Listening, Viewing	Reading, Writing	
Outcomes assessed	EA 11-3, EA 11-5, EA 11-6, EA 11-9	EA11-1, EA 11-4,	EA 11-2, EA 11-7, EA 11-8	
COMPONENTS				TOTAL %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
TOTAL %	30	40	30	100

Unit	Type	Text(s)
Common Module: Reading to Write Dystopias	Novel, Poetry and short texts	<i>Selected texts including short stories, films, novels and picture books</i>
Module A: Comparative Study 'Narratives that Shape our World'	Drama and Novel	<i>Othello</i> , Shakespeare and <i>New Boy</i> , Tracey Chevalier
Module B: Critical Study of Literature	Film	<i>Close Study of a Film – The Third Man, 1949</i>

English Advanced

Areas of Learning	English Advanced Stage 6 Outcomes
Outcome A	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
Outcome B	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 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
Outcome C	EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
	EAL11-6 investigates and evaluates the relationships between texts
Outcome D	EAL11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
	EAL11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning
Outcome E	EAL11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

English Extension One

Task Number	Task 1	Task 2	Task 3	
Nature of task	Imaginative Response	Tutorial Presentation OR TED-Talk	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10	
Modes	Reading Writing Reflecting	Speaking Listening Representing	Reading Writing	
Outcomes assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-3, EE11-4, EE11-5	EE11-2, EE11-3, EE-4, EE11-5	
COMPONENTS				TOTAL %
Knowledge and understanding of texts and why they are valued	15	15	20	50
Skills in complex analysis composition and investigation	15	15	20	50
TOTAL %	30	40	30	100

Unit	Type	Text(s)
'Literary Nightmares'	Poetry, fiction, nonfiction, visual - various short texts	<i>Dracula, Bram Stoker, The Lost Boys, Piana, Pesce & Schumacer</i> (directors)
Related Independent Research Project	Multimodal	Additional texts & research as required

English Extension One

Areas of Learning	English Extension Stage 6 Outcomes
Outcome A	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
Outcome B	EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
Outcome C	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
Outcome D	EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
Outcome E	EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

English Standard

Task Number	Task 1 Reading to Write	Task 2 Module A	Task 3 All units	
Nature of task	Annotated Imaginative text with reflection	Multimodal Presentation	Yearly Examination Paper One: Common Module and Module A Paper Two: Module B	
Mode(s)	Reading, Writing Reflecting	Speaking Representing, Listening, Viewing	Reading, Writing	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 8	
Outcomes assessed	EN11-3, EN11-5, EN11-6, EN11-9	EN11-2, EN11-8	EN11-1, EN11-4, EN11-7	
COMPONENTS				TOTAL %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
TOTAL %	30	40	30	100

In conjunction with the formal assessment tasks, students will be required to compose regular pieces of analytical writing for their class teacher in a portfolio.

Unit	Type	Text(s)
Common Module: Reading to Write Dystopian Worlds	Novella, Poetry and Short Texts	<i>Selected short texts</i>
Module A: Contemporary Possibilities	Multi modal texts	<i>The Boat, Nam Le</i>
Module B: Close Study of Text	Prose	Extended Print Text – <i>Born a Crime</i> , Trevor Noah

English Standard

Areas of Learning	Standard Stage 6 Outcomes
Outcome A	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
Outcome B	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
Outcome C	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
Outcome D	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
Outcome E	EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

English Studies

Task Number	Task 1 Achieving through English	Task 2 English and the Family	Task 3 English and the Past	
Nature of task	Job Skills – Resume, Cover Letter and Interview	Collaborative Cookbook	Class Website and Podcast	
Timing	Term 1, Week 9	Term 2, Week 7	Term 3, Week 7	
Modes	Writing, speaking Listening, Viewing	Writing, Representing	Reading, Writing	
Outcomes assessed	ES11-3, ES11-5, ES11-6	ES11-4, ES11-7, ES11-9	ES11-1, ES11-2, ES11-8, ES11-10	
COMPONENTS				TOTAL %
Knowledge and understanding of course content	15	15	20	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	15	20	50
TOTAL %	30	30	40	100

Unit	Type	Text(s)
Mandatory unit: Achieving through English	Non-fiction Poetry	<i>The Office (US)</i> <i>The Worst Jobs in History</i> <i>The Meatworks</i> , Robert Gray
English and the Family	Fiction Non-fiction Film	Looking for Alibrandi (novel) Selected sociological readings. <i>Who Do You Think You Are?</i> And selected <i>Modern Family</i> episodes.
English and the Past: True Crime	Film	<i>Criminal</i> – Phoebe Judge (select episodes)

English Studies

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

Food Technology

Task number	Task 1	Task 2	Task 3	
Nature of task	Case study and Research task Australian Food Industry	Written report and practical Food Manufacture	Year 11 Final Examination	
ESTIMATED SUBMISSION	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9-10	
Components	Areas of Learning AL	Areas of Learning AL	Areas of Learning AL	Weighting
Knowledge and understanding of course content	5	5	30	40
Knowledge and skills in designing, researching, analysing and evaluating	15	15		30
Skills in experimenting with and preparing food by applying theoretical concepts	15	15		30
Total %	30	35	35	100

Food Technology - Outcomes

FOOD TECHNOLOGY - OUTCOMES

Areas of Learning		
Number	Description: Students will develop	Syllabus Outcomes
AL1	knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society	P1.1, P1.2
AL2	knowledge and understanding about the nature of food, human nutrition, and an appreciation of the importance of food to health	P2.1, P2.2
AL3	skills in researching, analysing, and communicating food issues	P3.1, P3.2
AL4	skills in experimenting with and preparing food by applying theoretical concepts	P4.1, P4.2, P4.3, P4.4
AL5	skills in designing implementing and evaluating solutions to food situations	P5.1

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

P2.1 explains the role of food nutrients in human nutrition

P2.2 identifies and explains the sensory characteristics and functional properties of food

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

Geography

Task number	Task 1	Task 2	Task 3	
Nature of task	Skills & Topic Test Biophysical Interactions	Senior Geography Project	End of Course Examination All Topics	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9/10	
Components	Areas of Learning A1, A2, A6	Areas of Learning A4, A5	Areas of Learning AI1, AI2, AL3, AL4, AL6	Weighting
Knowledge and understanding of course content	20		20	40
Geographical tools and skills	10		10	20
Geographical inquiry and research, including fieldwork		20		20
Communication of geographical information, ideas and issues in appropriate forms		10	10	20
Total %	30	30	40	100

Geography

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Students have knowledge and understanding of characteristics and spatial distribution of environment	P1
AL2	Students have knowledge and understanding of the processes that form and transform the features and patterns of the environment	P2
AL3	Students have knowledge and understanding of the global and local forces which impact on people, ecosystems, urban places and economic activity	P3
AL4	Students have knowledge and understanding of the contribution of a geographical perspective	P4, P5, P6, P7
AL5	Students investigate geographically	P8
AL6	Students communicate geographically	P9, P10, P11, P12

P1. differentiates between spatial and ecological dimensions in the study of geography

P2. describes the interactions between the four components which define the biophysical environment

P3. explains how a specific environment functions in terms of biophysical factors

P4. analyses changing demographic patterns and processes

P5. examines the geographical nature of global challenges confronting humanity

P6. identifies the vocational relevance of a geographical perspective

P7. formulates a plan for active geographical inquiry

P8. selects, organises and analyses relevant geographical information from a variety of sources

P9. uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries

P10. applies mathematical ideas and techniques to analyse geographical data

P11. applies geographical understanding and methods ethically and effectively to a research project

P12. communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

Industrial Technology Multimedia and Timber

Task number	Task 1	Task 2	Task 3	
Nature of task	Industry Study	Project & Folio	Year 11 Final Examination	
ESTIMATED SUBMISSION	Term 2, Week 2	Term 3, Week 6	Term 3, Weeks 9–10	
Outcomes assessed	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Components	Areas of learning AL1, AL5, AL6, AL7	Areas of learning AL2, AL3, AL4, AL5	Areas of learning AL1, AL2, AL6, AL7	Weighting
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total %	20	40	40	100

Industrial Technology - Outcomes

Areas of Learning		
Number	Description: Students will develop	Syllabus Outcomes
AL1	knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry	P1.1, P1.2
AL2	knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment	P2.1, P2.2
AL3	competence in designing, managing and communicating within a relevant industry context	P3.1, P3.2, P3.3
AL4	knowledge and skills in producing quality products	P4.1, P4.2, P4.3
AL5	knowledge and skills in communication and information processing related to the industry focus area	P5.1, P5.2
AL6	an appreciation of quality products and the principles of quality control	P6.1, P6.2
AL7	an appreciation of the relationships between technology, the individual, society and the environment	P7.1, P7.2

Syllabus Outcomes

P1.1 describes the organisation and management of an individual business within the focus area industry

P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies

P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques

P2.2 works effectively in team situations

P3.1 sketches, produces, and interprets drawings in the production of projects

P3.2 applies research and problem-solving skills

P3.3 demonstrates appropriate design principles in the production of projects

P4.1 demonstrates a range of practical skills in the production of projects

P4.2 demonstrates competency in using relevant equipment, machinery, and processes

P4.3 identifies and explains the properties and characteristics of materials/components through the production

P5.1 uses communication and information processing skills

P5.2 uses appropriate documentation techniques related to the management of projects

P6.1 identifies the characteristics of quality manufactured products

P6.2 identifies and explains the principles of quality and quality control

H7.1 identifies the impact of one related industry on the social and physical environment

H7.2 identifies the impact of existing, new, and emerging technologies of one related industry on society and the environment

Japanese Continuers

Task number	Task 1	Task 2	Task 3	
Nature of task	Oral Examination Personal identity	Response to texts in English and Japanese Education	Yearly People and places	
ESTIMATED SUBMISSION	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9~10	
Components	Outcomes assessed 1.1, 1.2, 1.3, 1.4	Outcomes assessed 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 3.6	Outcomes assessed 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	Weighting
Listening		20	10	30
Reading		10	20	30
Speaking	20			20
Writing		10	10	20
Total %	20	40	40	100

*School based assessment for the Preliminary HSC commences Term 1 2022 and concludes Term 3, 2022.

Japanese Continuers – Outcomes

Objectives		
Number	Description	Syllabus Outcomes
1	exchange information, opinions and experiences in Japanese	1.1, 1.2, 1.3, 1.4
2	express ideas through the production of original texts in Japanese	2.1, 2.2, 2.3
3	analyse, process and respond to texts that are in Japanese	3.1, 3.2, 3.3, 3.4, 3.5, 3.6
4	understand aspects of the language and culture of Japanese-speaking communities	4.1, 4.2, 4.3

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 the production of create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

Legal Studies

Task number	Task 1	Task 2	Task 3	
Nature of task	Research/extended response The Legal System –Law Refrom	In-Class Essay Law in Practice	Yearly Examination All Topics	
Timing	Term 1, Week 10	Term 3, Week 3	Term 3, Weeks 9 and 10	
Outcomes assessed	P3, P5, P6, P8, P9	P4, P5, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Components				Weighting
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	5	5	10	20
Inquiry and research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

NB – Assessment task dates are approximate and may vary from those specified

Legal Studies

AREAS OF LEARNING	OUTCOMES
1. Students have knowledge and understanding of the nature and institutions of domestic and international law	P1. identifies and applies legal concepts and terminology P2. describes the key features of Australian and international law
2. Students have knowledge and understanding of the operation of Australian and international legal systems and the significance of the rule of law	P3. describes the operation of domestic and international legal systems P4. discusses the effectiveness of the legal system in addressing issues
3. Students have knowledge and understanding of the interrelationship between law, justice and society and the changing nature of the law	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
4. Students investigate, analyse and communicate relevant legal information and issues	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

Task number	Task 1	Task 2	Task 3	
Nature of task	Class Test Topics F1.1, F1.2, F1.3, F1.4	Assignment and Validation Test Topics F1	Final Examination Topics All except S1.2	
ESTIMATED SUBMISSION	Term 1 Week 11	Due Term 2 Week 7	Term 3 Week 9/10	
Components	Outcomes Assessed 11-1, 11-2, 11-8, 11-9	Outcomes Assessed 11-1, 11-2, 11-8, 11-9	Outcomes Assessed 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9	Weighting
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	30	30	40	100

Mathematics Advanced – Outcomes

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Students explore the use of both algebraic and graphical conventions and terminology to describe, interpret and model relationships of and between changing quantities.	MA11-1, MA11-2, MA11-8
AL2	Students explore periodic functions in geometric, algebraic, numerical and graphical representations.	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9
AL3	Students develop the basic concepts of differential calculus and explore rates of change.	MA11-1, MA11-5, MA11-8, MA11-9
AL4	Students explore exponential and logarithmic functions and develop their properties	MA11-6, MA11-8, MA11-9
AL5	Students explore, display, analyse and interpret data to identify and communicate key information.	MA11-7, MA11-8, MA11-9

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

Task number	Task 1	Task 2	Task 3	
Nature of task	Assignment and Validation Test Topics A1.1, A1.2	Class Test Topics F1, F2	Final Examination Topics All except T1	
ESTIMATED SUBMISSION	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9/10	
Components	Outcomes Assessed 11-5, 11-6, 11-7	Outcomes Assessed 11-1, 11-2, 11-7	Outcomes Assessed 11-1, 11-2, 11-3, 11-4, 11-5, 11-7	Weighting
Understanding, Fluency and Communicating	10	20	20	50
Problem Solving, Reasoning and Justification	20	10	20	50
Total %	30	30	40	100

*School based assessment for Year 11 commences Term 1, 2022 and concludes Term 3,2022

Mathematics Extension 1 – Outcomes

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Students use both algebraic and graphical conventions and terminology to describe, interpret and model relationships of and between changing quantities. Explore the behaviour of functions, extending to include inequalities, absolute values and inverse functions.	ME11-1, ME11-2, ME11-6, ME11-7
AL2	Students explore periodic functions in geometric, algebraic, numerical and graphical representations.	ME11-1, ME11-3, ME11-6, ME11-7
AL3	Students develop quantitative models of change and deduce their consequences. Explore the connections between rates of change and related rates of change, the derivatives of functions and the manipulative skills necessary for the effective use of differential calculus.	ME11-1, ME11-4, ME11-6, ME11-7
AL4	Students explore arrangements, patterns, symmetry and other methods to generalise and predict outcomes.	ME11-5, ME11-6, ME11-7

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 1 & 2

Task number	Task 1	Task 2	Task 3	
Nature of task	Class Test Topics F1.2, M1.1, S1.1, M1.2	Research Assignment and Validation Test Topics A1, F1.1, F1.3	Final Examination Topics All except A2, M1.3	
ESTIMATED SUBMISSION	Term 1 Week 11	Due Term 2 Week 8	Term 3 Week 9/10	
Components	Outcomes Assessed 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-9, 11-10	Outcomes Assessed 11-1, 11-2, 11-5, 11-6, 11-9, 11-10	Outcomes Assessed 11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10	Weighting
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	30	30	40	100

* School based assessment for Year 11 commences Term 1, 2022, and concludes Term 3, 2022

Mathematics Standard 1 & 2 – Outcomes

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Students use symbols to represent numbers or quantities and express relationships, using mathematical models and applications.	MS11-1, MS11-2, MS11-6, MS11-9, MS11-10
AL2	Students apply knowledge, skills and understanding of numbers and geometry to quantify and solve measurement problems in practical situations.	MS11-3, MS11-4, MS11-9, MS11-10
AL3	Students apply knowledge, skills and understanding of numbers to earning, spending, investing, saving and borrowing money.	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10
AL4	Students collect, explore, display, analyse and interpret data to identify and communicate key information.	MS11-2, MS11-7, MS11-8, MS11-9, MS11-10

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 figures
- MS11-5** Models relevant financial situations using appropriate tools
- MS11-6** Makes predictions about everyday situations based on simple mathematical models
- MS11-7** Develops and carries out simple statistical processes to answer questions posed
- MS11-8** Solves probability problems involving multistage events
- MS11-9** Uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10** Justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Numeracy

Task number	Task 1	Task 2	Task 3	
Nature of task	Assignment and Validation Test Topics	Assignment and Validation Test Topics	Assignment and Validation Test Topics	
ESTIMATED SUBMISSION	Term 1 Week 11	Due Term 2 Week 8	Term 3 Week 7	
Components	Outcomes Assessed N6-1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2	Outcomes Assessed N6-1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	Outcomes Assessed N6-1.1, 1.2, 1.3, 2.2, 2.3, 3.1, 3.2	Weighting
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
Total %	30	30	40	100

NUMERACY COURSE – OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Students choose and apply appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-3.1, N6-3.2
AL2	Students choose and apply efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature	N6-1.1, N6-1.2, N6-1.3, N6-2.2, N6-3.1, N6-3.2
AL3	Students choose and apply efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability	N6-1.1, N6-1.2, N6-1.3, N6-2.3, N6-3.1, N6-3.2
AL4	Students choose and apply efficient strategies to analyse and solve everyday problems involving money and finance	N6-1.1, N6-1.2, N6-1.3, N6-2.4, N6-3.1, N6-3.2
AL5	Students choose and apply efficient strategies to analyse and solve everyday problems involving location, space and design	N6-1.1, N6-1.2, N6-1.3, N6-2.5, N6-3.1, N6-3.2
AL6	Students choose and apply appropriate numeracy operations and techniques to analyse and resolve everyday situations	N6-1.1, N6-1.2, N6-1.3, N6-2.6, N6-3.1, N6-3.2

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

Task number	Task 1	Task 2	Task 3	
Nature of task	Source Analysis Task Nature of Modern History	Historical Investigation	Preliminary Examination Cuban Revolution and WW1	
Timing	Term 1 Week 8	Term 2 Week 5	Term 3 Week 9 - 10	
Outcomes assessed	MH11-1, MH11-2, MH11-6, MH11-7	MH11-3 , MH11-4, MH11-5, MH11-8, MH11-9, MH11-10	MH11-1 , MH11-2, MH11-3, MH11- 4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10	
Components				Weighting%
Knowledge and understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research		15	5	20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	30	30	40	100

Modern History

AREAS OF LEARNING	OUTCOMES
1. Students develop an understanding of continuity and change over time	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
2. Students develop knowledge and understanding of a range of features, people, ideas, movements and developments of the modern world in their historical context	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
3. Students develop skills in the process of historical inquiry	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
4. Students use historical concepts and skills to examine the modern past	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
5. Students communicate an understanding of history, sources and evidence, and historical interpretations	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

Task number	Task 1	Task 2	Task 3	
Nature of task	Composition and Aural Topic: Music for Media Composition and Portfolio: Compose the music for a chosen movie scene. Aural: One Aural Question based on Film Music.	Musicology and Aural Topic: Rock Music Viva Voce: Prepared responses to 5 targeted questions to presented in a Viva Voce format. Aural: One Aural Question based on Rock Music.	Performance and Aural Topic: Music for Small Ensembles Performance: Perform two works from any 2 of the 3 given topics. Aural: Complete a Four Question Aural Examination.	
ESTIMATED SUBMISSION	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes assessed AL2, AL3, AL4	Outcomes assessed AL3, AL4	Outcomes assessed AL1, AL3	
Components				Weighting
Performance			25	25
Musicology		25		25
Composition	25			25
Aural	5	5	15	25
Total	30	30	40	100

Music 1

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Performance	P1, P5, P9, P10, P11
AL2	Composition	P3, P5, P7, P8, P10, P11
AL3	Aural	P4, P6, P10
AL4	Musicology	P2, P4, P6, P10

Syllabus 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

Music 2

Task number	Task 1	Task 2	Task 3	
Nature of task	<p>Composition Mandatory Topic: Music 1600 – 1900</p> <p>Composition: Compose a work for three instruments characteristic of the Baroque period. Complete a portfolio to document your composition process.</p>	<p>Musicology and Aural Mandatory Topic: Music 1600 – 1900</p> <p>Aural: Complete two short rhythmic and melodic dictation exercises and short written responses to one aural excerpt.</p> <p>Musicology: Complete short written responses to an unseen score from the Classical period</p>	<p>Performance, Aural and Musicology Mandatory Topic: Music 1600 – 1900 and Additional Topic</p> <p>Performance: Perform two contrasting works from the Mandatory Topic.</p> <p>Musicology and Aural: Complete a written examination including dictation, short answer aural and Musicology questions and an extended response in relation to a set work.</p>	
ESTIMATED SUBMISSION	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9/10	
Components	Outcomes assessed AL2, AL4	Outcomes assessed AL3, AL4	Outcomes assessed AL1, AL3, AL4	Weighting
Performance			25	25
Musicology		15	10	25
Composition	25			25
Aural		20	5	25
Total	25	35	40	100

Music 2

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Performance	P1, P10, P11, P12
AL2	Composition	P2, P3, P4, P5, P8, P9, P11, P12
AL3	Aural	P6, P7, P11, P12
AL4	Musicology	P2, P5, P6, P7, P8, P11, P12

Syllabus Outcomes

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

Personal Development, Health and Physical Education

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Task: - Better Health for Individuals. In class task	Analysis:- Body in Motion In class task	Yearly Examination	
Timing	Term 2 Week 3	Term 3 Week 4	Term 3 Week 9 or 10	
Outcomes assessed	P1,P2,P3,P4,P5,P6,P15,P16	P7,P8,P9,P16,P17	P1-P9, P15-P17	
Components				Weighting
Knowledge and understanding of course content	10	10	20	40
Skills in Critical thinking research, analysis and communication	20	20	20	60
Total	30	30	40	100

Personal Development, Health and Physical Education

Areas of Learning	Outcomes
<ul style="list-style-type: none"> Students learn knowledge and understanding of the factors that affect health 	P1 identifies and examines why individuals give different meanings to health P2 explains how a range of health behaviours affect an individual's health P3 describes how an individual's health is determined by a range of factors P4 evaluates aspects of health over which individuals can exert some control P5 describes factors that contribute to effective health promotion P6 proposes actions that can improve and maintain an individual's health P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
<ul style="list-style-type: none"> Students learn knowledge and understanding about the way the body moves 	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 P17 analyses factors influencing movement and patterns of participation
<ul style="list-style-type: none"> Students develop an ability to apply the skills of critical thinking, research and analysis. 	P16 uses a range of sources to draw conclusions about health and physical activity concepts

Physics

Task number	Task 1	Task 2	Task 3	
Nature of task	Topic Test Module 1-2: Kinematics & Dynamics	Depth Study Kinematics OR Dynamics OR Thermodynamics	Yearly Examination Module 1-4	
ESTIMATED SUBMISSION	Term 2 Week 5	Term 3 Week 1	Term 3 Week 9 or 10	
Components	Outcomes assessed AL1, AL2, AL3, AL4, AL5	Outcomes assessed AL1, AL2, AL3, AL4, AL5, AL6	Outcomes assessed AL1, AL2, AL3, AL4, AL5, AL6, AL7	Weighting
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Total %	30	40	30	100

* School based assessment for Y11 commences Term 1, 2022, and concludes Term 3, 2022.

Physics – Outcomes

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Designs AND/OR develops scientific question for investigation	PH11/12-1, PH11/12-2
AL2	Conducts a scientific investigation AND/OR processes and analyses data from an investigation	PH11/12-3, PH11/12-4, PH11/12-5
AL3	Solves problems using the scientific process and communicates findings	PH11/12-6, PH11/12-7
AL4	Demonstrates understanding of motion in one and two dimensions	PH11-8
AL5	Demonstrates understanding of forces, Newton's Laws of Motion, and conservation of momentum/energy	PH11-9
AL6	Demonstrates understanding of waves and thermodynamics	PH11-10
AL7	Demonstrates understanding of electricity and magnetism	PH11-11

Syllabus Outcomes

Working Scientifically

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

Knowledge and Understanding

PH11-8 describes/analyses motion in terms of scalar and vector quantities; makes measurements/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

Task number	Task 1	Task 2	Task 3	
Nature of task	Viva Voce The Social and Cultural World	Mini PIP Personal and Social Identity	End of Course Examination The Social and Cultural World Personal and Social Identity Intercultural Communication	
Timing	Term 1, Week 8	Term 2, Week 10	Term 3, Week 9/10	
Outcomes assessed	P1, P3, P4, P9, P10	P2, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P5, P7, P9, P10	
Components				Weighting
Knowledge and understanding of course content	20	10	20	50
Application and evaluation of social and cultural research methods	-	20	10	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	25	40	35	100

NB - Assessment task dates are approximate and may vary from those specified

Society and Culture

AREAS OF LEARNING	OUTCOMES
1. Students develop knowledge and understanding about social and cultural concepts and their application.	P1 – identifies and applies social and cultural concepts.
2. Students develop knowledge and understanding about personal, social and cultural identity and interactions within societies and cultures.	P2 – describes personal, social and cultural identity. P3 – identifies and describes relationships and interactions within and between social and cultural groups.
3. Students develop knowledge and understanding about how personal experience and public knowledge interact to develop social and cultural literacy.	P4 – identifies the features of social and cultural literacy and how it develops.
4. Students develop knowledge and understanding about continuity and change.	P5 – explains continuity and changes and their implications for societies and cultures.
5. Students develop knowledge and understanding about social and cultural research methods and their ethical application to cultural research.	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.

TEXTILES AND DESIGN

Task Number	Task 1	Task 2	Task 3	
	Communication Techniques Portfolio Design skills for Textiles	Preliminary Textiles Project Textile item (Product & Folio)	Year 11 Final Examination	
<i>ESTIMATED SUBMISSION</i>	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 9–10	
Component	Areas of Learning AL2, AL3	Areas of Learning AL1, AL2, AL4	Areas of Learning AL1, AL3, AL5, AL6	Weighting
Knowledge and understanding of course content	10	10	30	50
Skills and knowledge in the design, manufacture and management of textiles projects	10	30	10	50
Total	20	40	40	100

* School based assessment for Year11 commences Term 1, 2022, and concludes Term 3, 2022.

TEXTILES AND DESIGN- OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	knowledge and understanding of the functional and aesthetic requirements of textiles for a range of applications	P1.1, P1.2
AL2	practical skills in design and manipulation of textiles through the use of appropriate technologies	P2.1, P2.2, P2.3
AL3	the ability to apply knowledge and understanding of the properties and performance of textiles to the development and manufacture of textile items	P3.1, P3.2
AL4	skills in experimentation, critical analysis and the discriminatory selection of textiles for specific end-uses	P4.1
AL5	knowledge and understanding of Australian Textile, Clothing, Footwear and Allied Industries	P5.1, P5.2
AL6	an appreciation of the significance of textiles in society	P6.1

Syllabus Outcomes

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

Visual Arts

Task number	Task 1	Task 2	Task 3	
Nature of task	Conceptual Framework Essay	Preliminary Body of Work - Part A: The Self and VAPD	Preliminary Body of Work – Part B: Postmodernism and VAPD and Yearly Examination	
ESTIMATED SUBMISSION	Term 1, Week 9	Term 2, Week 2	Term 3, Weeks 9/10	
Components	Outcomes assessed AL2	Outcomes assessed AL1	Outcomes assessed AL1, AL2	Weighting
Artmaking		30	20	50
Art Critical and Historical studies	30		20	50
Total	30	30	40	100

Visual Arts - Outcomes

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Artmaking Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.	P1, P2, P3, P4, P5, P6
AL2	Art Criticism and Art History Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.	P7, P8, P9, P10

Syllabus Outcomes

P1 explores the conventions of practice in artmaking

P2 explores the roles and relationships between the concepts of artist, artwork, world and audience

P3 identifies the frames as the basis of understanding expressive representation through the making of art

P4 investigates subject matter and forms as representations in artmaking

P5 investigates ways of developing coherence and layers of meaning in the making of art

P6 explores a range of material techniques in ways that support artistic intentions

P7 explores the conventions of practice in art criticism and art history

P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

School Name: The Forest High

COURSE: Preliminary Business Services

Macquarie Park RTO 9022

Student Assessment Schedule

2021

Assessment Tasks for Certificate II in Business BSB20115		Cluster A	Cluster B
		Prepared for work	Working effectively
		Week: 10 Term: 1	Week: 7 Term: 3
Code	Unit of Competency		
BSBWHS201	Contribute to health and safety of self and others	X	
BSBWOR204	Use business technology	X	
BSBITU211	Produce digital text documents		X
BSBITU212	Create and use spreadsheets		X
BSBINM201	Process and maintain workplace information		X

Assessment due

Yearly Exam

Week: 9
Term: 3

HSC Examinable Units of Competency

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Business BSB20115 or a Statement of Attainment towards Certificate II in Business BSB20115.

Schools may schedule exam items 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. Students need to demonstrate that they have gained and can apply the specific knowledge and skills 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: The Forest High

Student Competency Assessment Schedule

Course: Preliminary Hospitality – Kitchen Operations and Cookery

2021

Assessment Tasks for Certificate II in Kitchen Operations SIT20416 Assessment Due:		Cluster A	Cluster B	Cluster C
		Getting ready for work	Intro to the Commercial Kitchen	Keeping Food Safe
		Week: 8 Term: 1	Week: 7 Term: 2	Week: 7 Term: 3
Code	Unit 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

Yearly Examination
Week: Term:
HSC Examinable Units of Competency

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. 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.

Photography, Video & Digital Imaging

Task number	Task 1	Task 2	Task 3	
Nature of task	History of Photography Website Presentation Critical and Historical Studies	Wet Photographic Portfolio and Photographic Journal Making	Yearly Examination AND Portfolio of Video/Digital Images and Photographic Journal Making Critical and Historical Studies	
ESTIMATED SUBMISSION	Term 1, Week 9	Term 2, Week 5	Term 3, Weeks 9/10	
Components	Outcomes assessed AL2	Outcomes assessed AL1	Outcomes assessed AL1, AL2	Weighting
Artmaking		35	35	70
Art Critical and Historical studies	20		10	30
Total	20	35	45	100

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING - OUTCOMES

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Making	M1, M2, M3, M4, M5, M6
AL2	Critical and Historical Studies	CH1, CH2, CH3, CH4, CH5

Syllabus Outcomes

M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3 investigates different points of view in the making of photographs and/or videos and/or digital images

M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images

M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images

M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging

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

CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

Sport, Lifestyle and Recreation Studies (Content Endorsed Course)

There is no external examination (delivered by NESA) for Content Endorsed Courses. Assessment is school-based and teachers award an assessment mark using the Performance Descriptions for reporting achievement in HSC Board Endorsed Courses.

All Content Endorsed Courses count towards the Higher School Certificate and appear on the student's Record of Achievement. However, Content Endorsed Courses do not count in the calculation of the Australian Tertiary Admission Rank (ATAR).

	Task 1	Task 2	Task 3	
	Fitness Assessment	Sports Administration	Sports Coaching	
<i>ESTIMATED SUBMISSION</i>	Term 1 Week 8	Term 2 Week 5	Term 3 Week 5	
Component	Outcomes assessed 1.2,1.3,2.2,3.2,3.3,4.1	Outcomes assessed 1.1,1.3,1.6,2.4,3.2,4.2,4.5	Outcomes assessed 1.1,1.3,1.6,2.4,3.2,4.2,4.5	Weighting
Knowledge and understanding of course content	15	10	15	40
Skills in Critical thinking research, analysis and communication	20	20	20	60
Total	35	30	35	100

APPENDIX 1 - ASSESSMENT TASK APPEAL FORM

Year 11

- ☐ Extension for Assessment Task
- ☐ Consideration of Absence
- ☐ Illness / Misadventure Appeal

Date: _____

Name of Applicant: _____

Subject: _____

Task: _____ Due Date: _____

I hereby apply for consideration with respect to the task for the following reasons:
(Documentary evidence from Parent/Doctor must be provided other than in exceptional circumstances)

In applying for this special consideration, I assure the Principal that the information given above is accurate and that I am not seeking unfair advantage over other students in this course.

Student: _____ Parent / Caregiver: _____

Recommendation of Teacher / Head Teacher:

Teacher: _____ Head Teacher: _____

Note:

- **Application for an Extension**
This application must be made prior to the due date of the task in time for an alternative time to the negotiated.
- **Application due to a Known Absence**
This application must be made to the Class Teacher and Head Teacher as soon as the student knows that he/she will be absent on the day of an assessment task.
- **Application due to an Unexpected Absence**
 - The Head Teacher of the subject must be notified as specified in The Forest High School Assessment Policy Document
 - The student must see his/her teacher and the Head Teacher immediately on return to school.

- **Illness / Misadventure Appeal**

- If the problem has occurred prior to the task then the student must inform his/her teacher (or Year Adviser for formal examinations) before he/she sits for the task that there are reasons why the student feels that he/she may not perform to the usual standard.
- In the event of illness or an accident during the task, the student must inform the teacher immediately and complete this form as soon as possible.

APPENDIX 2 – OFFICIAL WARNING

Non-completion of a Year 11 Higher School Certificate Course

Date: _____

Dear _____

Re: OFFICIAL WARNING – Non-completion of a Year 11 Course

I am writing to advise that your son/daughter _____ is in danger of not meeting the Course Completion Criteria for the Year 11 Course

Subject: _____

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (eg 1st, 2nd, or 3rd) official warning we have issued concerning this subject.

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

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

- a) followed the course developed or endorsed by NESA; and
- b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) achieved some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an "N" (non-completion of course) determination. An "N" determination will mean that the course will not be listed on the student's Record of Achievement. It may also mean that the student is unable to proceed to the HSC course as he/she has not satisfactorily completed the Preliminary Course.

To date, _____ (*student name*) has not satisfactorily met _____ (*indicate a), b), or c)* of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ (*student name*) to satisfy the Course Completion Criteria, the following tasks, requirements or outcomes listed overleaf need to be satisfactorily completed.

Please discuss this matter with _____ (*student name*) and contact the school if further information or clarification is needed.

Yours faithfully,

Class Teacher _____

Principal _____

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by _____ (student name).

<i>Task Name / Course Requirement / Course Outcome</i>	<i>Date/s Task/s Course Requirement/s Initially Due (if applicable)</i>	<i>Action required by student</i>	<i>Date to be completed by (if applicable)</i>

Please detach this section and return to the school

REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A Year 11 COURSE

- I have received the letter dated _____ indicating that _____ (student name) is in danger of not having satisfactorily completed _____ (course name).
- I am aware that this course may not appear on his/her Record of Achievement.
- I am also aware that the “N” determination may make him/her ineligible to proceed to the Higher School Certificate course.
- I am also aware that the “N” determination may make him/her ineligible for the award of the Higher School Certificate

Parent/Caregiver's signature: _____ Date: _____

Student's signature: _____ Date: _____



Submission Date :.....

PLAGIARISM DECLARATION

Iof class.....
Name Class

studying with
Teacher

agree THAT THIS SUBMISSION IS ALL MY OWN WORK. I understand that any work partially or fully plagiarised will incur a penalty of zero marks, and a resubmission of the task to meet learning outcomes will follow. I understand that this decision will be based on the professional judgment of my teacher, using appropriate plagiarism software.

Student Signature:

Parent/Guardian Signature:

Staple this document, signed and dated, to your submission of transcript.

Class Teacher
The Forest High School

Glossary of Key Words

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

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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