

# High School The Forest



**YEAR 11 ASSESSMENT POLICY FOR 2024**

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## YEAR 11 2024 Assessment Planner

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

Week	Term 1, 2024	Term 2, 2024	Term 3, 2024
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:
<b>“Followed the course developed or endorsed by the New South Wales Education Standards Authority (NESA)”</b>	<ul style="list-style-type: none"> <li>• Following the relevant NESA syllabus and participating in the learning activities set by the teacher</li> </ul>
<b>“Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school”</b>	<ul style="list-style-type: none"> <li>• Attending all timetabled lessons unless there is a valid, explained reason</li> <li>• Making a genuine attempt to complete the greater majority of tasks set in class or at home to the best of their ability</li> <li>• Actively participating in the learning experiences provided</li> <li>• Completing mandatory practical activities</li> </ul>
<b>“Achieved some or all of the course outcomes”</b>	<ul style="list-style-type: none"> <li>- Demonstrating in class that they have learnt concepts, ideas and skills in that course to at least an elementary level (as determined by the class teacher) in assessment tasks and other activities in that course</li> </ul>

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

The issuing of 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](http://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 submitted on Canvas by 4:00pm on the due date. Unless otherwise specified.
- 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 Exam type tasks are those for which no additional question details have been provided. Additional question details may include such things as marking criteria, an open book task, or the question being given beforehand.
- 1.10 Students who are absent from school on the day before or absent from the lesson immediately before a class / course assessment task or when a piece of work is due to be handed in, must provide a medical certificate that explains the 'day(lesson) before absence. This will be confirmed by completing an Illness / misadventure application

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 Head Teacher or teacher by email on **the day of the assessment task**
  - **on the day of return**, submit an Illness / Misadventure application to the Head Teacher of the Faculty. Illness / Misadventure applications may be found in the booklet
  - attach to the Illnesses / Misadventure Application
    - 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 Illness / Misadventure Application 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 submit the task on Canvas by the date and time published on the assessment notification sheet.
- 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 1.10)
- 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 Illness / Misadventure Application 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 Illnesses / Misadventure Application with relevant documentation must be attached and submitted within three (3) days of returning to school and handed to the Head Teacher.

## 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 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:

- Students submitting answers that are generated using artificial intelligence platforms, and presenting this as their own work constitutes malpractice. Our school uses Turn It In, and this program detects plagiarism and has a function to capture information generated using artificial intelligence platforms. In the event that plagiarism is detected a student may/ Year 11 and 12 students WILL receive a mark of zero."
- 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 NESAs. 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 NESAs 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             | - Practice skills acquired off the job in a classroom or workshop |
| - 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 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 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 can support you with organising and applying for HSC disability provisions. If you would like to apply, or have a query regarding eligibility, please contact your year adviser or the Learning and Support Team.

## **What evidence do I need?**

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. 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 based on 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>**

## Aboriginal Studies

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Short Answer Responses Portfolio</b> Heritage and Identity	<b>Local Community Case Study Project</b> Research and Inquiry Methods: Local Community Case Study	<b>Yearly Exam</b> Aboriginality and the Land Heritage and Identity International Indigenous Community: Comparative Study Research and Inquiry Methods: Local Community Case Study	
<b>Timing</b>	Term 1, Week 9	Term 3, Week 1	Term 3, Week 9-10	
<b>Outcomes assessed</b>	P1.2, P2.1, P2.2, P3.2,	P4.1, P4.2	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3	
Components	Weighting %			
Knowledge and understanding of course content	5	15	20	<b>40</b>
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	5	5	<b>15</b>
Research and inquiry methods, including aspects of the Local Community Case Study	10	10	-	<b>20</b>
Communication of information, ideas and issues in appropriate forms	10	10	5	<b>25</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Aboriginal Studies - Outcomes

AREAS OF LEARNING
<b>AL1:</b> A student develops knowledge and understanding about social justice and human rights issues and how they impact on Aboriginal and other Indigenous peoples.
<b>AL2:</b> A student develops knowledge and understanding about the diversity of contemporary Aboriginal and other Indigenous peoples cultural, political, social and economic life.
<b>AL3:</b> A student develops knowledge and understanding about government policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples.
<b>AL4:</b> A student develops skills to investigate issues and communicate information from a variety of perspectives.

P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non- Aboriginal peoples.

P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights

P1.3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures

P2.1 explains the meaning of the Dreaming to Aboriginal Peoples

P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples.

P3.1 describes government policies, legislation and legal decisions in relation to racism and discrimination.

P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity

P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions

P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives.

P4.2 undertakes community consultation and fieldwork and applies ethical research practices.

P4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples



## Biology

	Task 1	Task 2	Task 3	
	<b>Practical Investigation</b>  Module 1: Enzymes	<b>Depth Study</b>  Module 3-4: Ecosystems	<b>Yearly Examination</b>  Module 1-4: All course content	
<b>ESTIMATED SUBMISSION</b>	<b>Term 1, Week 9-10</b>	<b>Term 3, Week 3-5</b>	<b>Term 3, Week 9-10</b>	
Component	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
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 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 1	Task 2	Task 3	
	Extended Response	Business Plan	End of Course Examination	
	The Nature of Business	Business Planning	All topics	
<b>ESTIMATED SUBMISSION</b>	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 9–10	
Component	Areas of Learning	Areas of Learning	Areas of Learning	Weighting
	AL2, AL5	AL1, AL4	AL1, AL2, AL3, AL4 AL5, AL6	
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
<b>Total</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## 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 1	Task 2	Task 3	
	<b>Practical Assessment</b> Module 2: Quantitative Chemistry	<b>Depth Study</b> Module 3: Reactive Chemistry	<b>Yearly Examination</b> Module 1-4: All course content	
<b>ESTIMATED SUBMISSION</b>	<b>Term 2, Week 3</b>	<b>Term 3, Week 5</b>	<b>Term 3, Week 9-10</b>	
Component	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
<b>Total %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

## 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

### 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	
<b>Nature of task</b>	Resource Management Take home task	Families and Communities  In class task	Resource Management, Families and Communities, Individuals and Groups  Yearly Examination	
<b>Timing</b>	<b>Term 1, Week 11</b>	<b>Term 2, Week 9</b>	<b>Term 3, Week 10</b>	
<b>Outcomes assessed</b>	P4.2, P5.1, 6.1,	P 2.2, 3.1 3.2	P1.1, 1.2, 2.1, 2.2, 2.3, 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
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Community and Family Studies – Outcomes

P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals

P1.2 proposes effective solutions to resource problems

P2.1 accounts for the roles and relationships that individuals adopt within groups

P2.2 describes the role of the family and other groups in the socialisation of individuals

P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement

P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning

P3.1 explains the changing nature of families and communities in contemporary society

P3.2 analyses the significance of gender in defining roles and relationships

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

P5.1 applies management processes to maximise the efficient use of resources

P6.1 distinguishes those actions that enhance wellbeing

P6.2 uses critical thinking skills to enhance

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



## Design & Technology

	Task 1	Task 2	Task 3	
	Case Studies* *Mandatory Task	Project Proposal- Presentation Project Development and Realisation – Report	Year 11 Final Examination	
<b>ESTIMATED SUBMISSION</b>	Term 1, Week 6	Term 3, Week 6	Term 3, Weeks 9–10	
Component	Outcomes P1.1 P2.1 P5.2 P5.3 P6.1 P6.2	Outcomes P1.1 P2.1 P3.1 P4.1 P4.2 P4.3 P5.1 P5.2 P5.3 P6.1 P6.2	Outcomes P1.1 P3.1 P4.1 P6.2	Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing, and evaluating design projects	20	30	10	60
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Design & Technology - Outcomes

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

## Drama

	Task 1	Task 2	Task 3	
	<b>Group Performance and Logbook</b> Making Performing	<b>Elements of Production Folio</b> Making Critically Studying	<b>Individual Performance and Logbook</b> Performing Critically Studying <b>Written Examination</b> Critically Studying	
<b>ESTIMATED SUBMISSION</b>	<b>Term 2, Week 2</b>	<b>Term 3, Week 1</b>	<b>Term 3, Week 8/9</b>	
Component	Outcomes assessed P1.3, P1.5, P1.6, P2.1, P2.3, P2.4	Outcomes assessed P1.2, P1.4, P1.5, P3.2	Outcomes assessed P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P3.3	Weighting %
Making	15	25		40
Performing	15		15	30
Critically Studying		10	20	30
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Drama - Outcomes

OBJECTIVE	OUTCOMES	
<b>Making</b>	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
<b>Performing</b>	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
<b>Critically Studying</b>	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

## Economics

Task 1	Task 2	Task 3
<b>Topic Test</b>  Multiple Choice and Short Answer Questions  (Topics 1&2)	<b>Research Task</b>  Labour Markets Research Essay  (Topic 4)	<b>Yearly Examination</b>  Final Examination – multiple choice, short-answer and extended response

<b>ESTIMATED SUBMISSION</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9–10
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Component	Areas of Learning P1,P2,P3,P4,P7,P11	Areas of Learning P5,P7,P8,P9,P10	Areas of Learning P3,PL4,PL5,PL6,P7,P11	Weighting %
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	10		10	20
Inquiry and research	10	10		20
Communication of economic information, ideas and issues in appropriate forms		10	10	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Economics - Outcomes

Areas of Learning		
Number	Description	Syllabus Outcomes
AL1	Students understand and have knowledge of the economic behaviour of individuals, firms, institutions and governments	P1, P2
AL2	Students understand and have knowledge of the function and operation of markets	P3
AL3	Students understand and have knowledge of the operation and management of economies	P4, P5, P6
AL4	Students have knowledge of contemporary economic problems and issues facing individuals, firms and governments.	P7, P8
AL5	Students develop skills to investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources	P9, P10, P11
AL6	Students communicate economic information, ideas and issues using appropriate forms.	P12

P1 demonstrates understanding of economic terms, concepts and relationships

P2 explains the economic role of individuals, firms and government in an economy

P3 describes, explains and evaluates the role and operation of markets

P4 compares and contrasts aspects of different economies

P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy

P6 explains the role of government in the Australian economy

P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments

P8 applies appropriate terminology, concepts and theories in economic contexts

P9 selects and organises information from a variety of sources for relevance and reliability

P10 communicates economic information, ideas and issues in appropriate forms

P11 applies mathematical concepts in economic contexts

P12 works independently and in groups to achieve appropriate goals in set timelines.

## Engineering Studies

	Task 1	Task 2	Task 3	
	In Class Test Engineering Fundamentals	Engineering Report Bio Engineering	Year 11 Final Examination All modules	
<i>ESTIMATED SUBMISSION</i>	Term 1, Week 8	Term 3, Week 7	Term 3, Weeks 9–10	
Component	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
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

### 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	
<b>Nature of task</b>	<b>Annotated short texts and imaginative writing</b> Language, Texts and Context	<b>Multimodal presentation</b> Close Study of Text	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 9	Term 3, Week 9/10	
<b>Modes</b>	Objective B and D	Objective A and E	Objective C	
<b>Outcomes assessed</b>	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	
<b>Components</b>				<b>Weighting %</b>
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
<b>TOTAL %</b>	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 - Outcomes

Areas of Learning	EAL/D Stage 6
Outcome A	<b>EAL11-1A</b> responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
	<b>EAL11-1B</b> communicates information, ideas and opinions in familiar personal, social and academic contexts
	<b>EAL11-2</b> 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	<b>EAL11-3</b> 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
	<b>EAL11-4</b> applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
Outcome C	<b>EAL11-5</b> thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
	<b>EAL11-6</b> investigates and explains the relationships between texts
Outcome D	<b>EAL11-7</b> understands and assesses the diverse ways texts can represent personal and public worlds
	<b>EAL11-8</b> identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
Outcome E	<b>EAL11-9</b> 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	Writing and reflection	Multimodal Presentation	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Week 9-10	
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
<b>TOTAL %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

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, Shakespeare and New Boy, Tracey Chevalier</i>
Module B: Critical Study of Literature	Film	<i>Close Study of a Film – The Third Man, 1949</i>

## English Advanced - Outcomes

Areas of Learning	English Advanced Stage 6
Outcome A	<b>EA11-1</b> responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
	<b>EA11-2</b> uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
Outcome B	<b>EAL11-3</b> 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
	<b>EAL11-4</b> strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
Outcome C	<b>EAL11-5</b> thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
	<b>EAL11-6</b> investigates and evaluates the relationships between texts
Outcome D	<b>EAL11-7</b> evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
	<b>EAL11-8</b> explains and evaluates cultural assumptions and values in texts and their effects on meaning
Outcome E	<b>EAL11-9</b> 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 and reflection	Multimodal – tutorial talk	Yearly Examination	
Timing	Term 1, Week 10	Term 2, Week 10	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	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
<b>TOTAL %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

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

## English Extension One - Outcomes

Areas of Learning	English Extension Stage 6
Outcome A	<b>EE11-1</b> demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
Outcome B	<b>EE11-2</b> analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
Outcome C	<b>EE11-3</b> thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
	<b>EE11-4</b> develops skills in research methodology to undertake effective independent investigation
Outcome D	<b>EE11-5</b> articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
Outcome E	<b>EE11-6</b> 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	Writing and reflection	Multimodal Presentation	Yearly Examination	
Mode(s)	Reading, Writing Reflecting	Speaking Representing, Listening, Viewing	Reading, Writing	
Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Week 9/10	
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
<b>TOTAL %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

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</i> , Nam Le
Module B: Close Study of Text	Prose	Extended Print Text – <i>Born a Crime</i> , Trevor Noah

## English Standard - Outcomes

Areas of Learning	Standard Stage 6
Outcome A	<b>EN11-1</b> responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
	<b>EN11-2</b> uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
Outcome B	<b>EN11-3</b> analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
	<b>EN11-4</b> applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
Outcome C	<b>EN11-5</b> thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
	<b>EN11-6</b> investigates and explains the relationships between texts
Outcome D	<b>EN11-7</b> understands and explains the diverse ways texts can represent personal and public worlds
	<b>EN11-8</b> identifies and explains cultural assumptions in texts and their effects on meaning
Outcome E	<b>EN11-9</b> 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	Multimodal Presentation	Collection of classwork (all modules)	
Timing	Term 1, Week 10	Term 2, Week 7	Term 3, Week 6	
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	20	15	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	20	15	50
<b>TOTAL %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

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



## English Studies - Outcomes

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

## Geography

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Skills &amp; Topic Test</b> Earth's Natural Systems	<b>Geographical Investigation</b>	<b>End of Course Examination</b> All Topics	
<b>Timing</b>	Term 1, Week 10	Term 3, Week 1	Term 3, Week 9/10	
<b>Components</b>	<b>Areas of Learning</b> GE11-01, GE11-02, GE11-08, GE11-09	<b>Outcomes Assessed</b> GE11-05, GE11-06, GE11-07, GE11-08	<b>Outcomes Assessed</b> GE11-01,GE11-02,GE11-03,GE11-04,GE11-08, GE11-09	<b>Weighting %</b>
Knowledge and understanding of course content	15	5	20	40
Geographical tools and skills	10		10	20
Geographical inquiry and research, including fieldwork	5	15		20
Communication of geographical information, ideas and issues in appropriate forms		10	10	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Geography - Outcomes

Outcomes	Description
GE-11-01	Examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
GE-11-02	explains geographical processes and influences, at a range of scales, that form and transform places and environment
GE-11-03	explains geographical opportunities and challenges, and varying perspectives and responses
GE-11-04	assesses responses and management strategies, at a range of scales, for sustainability
GE-11-05	analyses and synthesises relevant geographical information from a variety of sources
GE-11-06	identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
GE-11-07	applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE-11-08	applies mathematical ideas and techniques to analyse geographical data
GE-11-09	communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

## Industrial Technology Multimedia and Timber

	Task 1	Task 2	Task 3	
	Industry Study	Project and Folio	Year 11 Final Examination	
<i>ESTIMATED SUBMISSION</i>	Term 2, Week 2	Term 3, Week 6	Term 3, Weeks 9–10	
Component	Areas of Learning P1.1, P2.1, P6.1, P7.1, P7.2	Areas of Learning P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3	Areas of Learning P1.1, P6.1, P6.2, P7.1, P7.2	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
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

### 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

## Japanese Beginners

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Oral Examination</b> Personal identity	<b>Response to texts in English</b> School and Interests	<b>Yearly Examination</b> Personal identity, School and Interests, People and places	
<b>ESTIMATED SUBMISSION</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Week 7	
Components	Outcomes assessed 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	Outcomes assessed 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3	Outcomes assessed 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3	Weighting %
Listening		20	10	30
Reading		20	10	30
Speaking	10		10	20
Writing	10		10	20
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Japanese Beginners – Outcomes

Objectives		
Number	Description	Syllabus Outcomes
1. Interacting	Students will develop the linguistic and intercultural knowledge, understanding and skills to communicate actively in Japanese in interpersonal situations.	1.1, 1.2, 1.3, 1.4
2. Understanding Texts	Students will interpret and respond to texts, applying their knowledge and understanding of language and culture.	2.1, 2.2, 2.3
3. Producing Texts	Students will create and present texts in Japanese for specific audiences, purposes and contexts, incorporating their linguistic and intercultural knowledge, understanding and skills.	3.1, 3.2, 3.3, 3.4, 3.5, 3.6

### Syllabus Outcomes

- 1.1 establishes and maintains communication in Japanese
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

## Japanese Continuers

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Oral Examination</b> Personal identity	<b>Response to texts in English and Japanese</b> Education	<b>Yearly</b> People and places	
<b>ESTIMATED SUBMISSION</b>	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
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## 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	
<b>Nature of task</b>	<b>Research essay</b> The Legal System	<b>Media File Portfolio</b> The Individual and the law	<b>Yearly Examination</b> All Topics	
<b>Timing</b>	Term 1, Week 11	Term 2, Week 8	Term 3, Weeks 9 and 10	
<b>Outcomes assessed</b>	P1,P2,P3, P5, P6, P8, P9	P1,P3,P5, P6,P7,P8, 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
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

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

## Legal Studies - Outcomes

<b>AREAS OF LEARNING</b>
1. Students have knowledge and understanding of the nature and institutions of domestic 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
3. Students have knowledge and understanding of the interrelationship between law, justice and society and the changing nature of the law
4. Students investigate, analyse and communicate relevant legal information and issues

### Syllabus Outcomes

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

## Mathematics Advanced

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	Term 2, Week 8	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

Objective	Description	Syllabus Outcomes
O1	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
O2	Students explore periodic functions in geometric, algebraic, numerical and graphical representations.	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9
O3	Students develop the basic concepts of differential calculus and explore rates of change.	MA11-1, MA11-5, MA11-8, MA11-9
O4	Students explore exponential and logarithmic functions and develop their properties	MA11-6, MA11-8, MA11-9
O5	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	<b>Assignment and Validation Test</b>  Topics A1.1, A1.2	<b>Class Test</b>  Topics F1, F2	<b>Final Examination</b>  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
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Mathematics Extension 1 – Outcomes

Objective	Description	Syllabus Outcomes
O1	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
O2	Students explore periodic functions in geometric, algebraic, numerical and graphical representations.	ME11-1, ME11-3, ME11-6, ME11-7
O3	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
O4	Students explore arrangements, patterns, symmetry and other methods to generalise and predict outcomes.	ME11-5, ME11-6, ME11-7

### Syllabus Outcomes

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

## Mathematics Standard 1 & 2

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

## Mathematics Standard 1 & 2 – Outcomes

Objective	Description	Syllabus Outcomes
O1	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
O2	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
O3	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
O4	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 8/9	Term 2, Week 5/6	Term 3, Week 5	
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

Objective	Description	Syllabus Outcomes
O1	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
O2	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
O3	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
O4	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
O5	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
O6	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 1	Task 2	Task 3	
	<b>Source Analysis Task</b>  Nature of Modern History	<b>Historical Investigation</b>	<b>Preliminary Examination</b>  Anglo Irish Relations, Cuban Revolution, World War 1	
<b>ESTIMATED SUBMISSION</b>	<b>Term 1, Week 9</b>	<b>Term 2, Week 3</b>	<b>Term 3, Weeks 8-10</b>	
Component	Outcomes assessed MH11-1, MH11-2, MH11-6, MH11-7	Outcomes assessed MH11-3, MH11-4, MH11-5, MH11-8, MH11-9, MH11-10	Outcomes assessed MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10	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
History inquiry and research		15	5	20
Communication of historical understanding in appropriate forms	5	10	5	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Music 1

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Composition and Aural</b> Topic: Music for Media  <b>Composition and Portfolio:</b> Compose the music for a chosen movie scene. <b>Aural:</b> One Aural Question based on Film Music.	<b>Musicology and Aural</b> Topic: Rock Music  <b>Viva Voce:</b> Prepared responses to 5 targeted questions to presented in a Viva Voce format. <b>Aural:</b> One Aural Question based on Rock Music.	<b>Performance and Aural</b> Topic: Music for Small Ensembles  <b>Performance:</b> Perform two works from any 2 of the 3 given topics. <b>Aural:</b> Complete a Four Question Aural Examination.	
ESTIMATED SUBMISSION	<b>Term 1, Week 8</b>	<b>Term 2, Week 6</b>	<b>Term 3, Week 8/9</b>	
	<b>Outcomes assessed</b> P3,P4,P5,P6,P7,P8,P10,P11	<b>Outcomes assessed</b> P2,P4,P6,P10	<b>Outcomes assessed</b> P1,P4,P5,P6,P9,P10,P11	
Components				Weighting %
Performance			25	25
Musicology		25		25
Composition	25			25
Aural	5	5	15	25
Total %	30	30	40	100

## Music 1

### 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

## 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 - Outcomes

- 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
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreational activities
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

## Physics

	Task 1	Task 2	Task 3	
	<b>Topic Test</b>  Module 1-2: Kinematics & Dynamics	<b>Depth Study</b>  Module 1-3: Kinematics OR Dynamics OR Thermodynamics	<b>Yearly Examination</b>  Module 1-4: All course content	
<b>ESTIMATED SUBMISSION</b>	<b>Term 2, Week 5</b>	<b>Term 3, Week 1</b>	<b>Term 3, Week 9-10</b>	
Component	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
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



## 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

### 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	<b>Viva Voce</b> The Social and Cultural World	<b>Mini PIP</b>	<b>Yearly Examination</b>	
Timing	Term 1, Week 6	Term 2, Week 6	Term 3, Week 9/10	
Outcomes assessed	P1, P3, P4, P9, P10	P1, P2, P7, P8, P10,	P1, P4, P6, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	20	10	20	50
Application and evaluation of social and cultural research methods	5	15	10	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Society and Culture - Outcomes

P1 – identifies and applies social and cultural concepts.

P2 – describes personal, social and cultural identity.

P3 – identifies and describes relationships and interactions within and between social and cultural groups.

P4 – identifies the features of social and cultural literacy and how it develops.

P5 – explains continuity and changes and their implications for societies and cultures.

P6 – differentiates between social and cultural research methods.

P7 – selects, organises and considers information from a variety of sources for usefulness, validity and bias.

P8 – plans and conducts ethical social and cultural research.

P9 – uses appropriate course language and concepts suitable for different audiences and contexts

P10 – communicates information, ideas and issues using appropriate written, oral and graphic forms

## Software Engineering

	Task 1	Task 2	Task 4	
	<b>Programming Fundamentals</b>	<b>Year 11 Project</b> The Object-Oriented Paradigm	<b>Year 11 Final Examination</b> Written response	
<i>ESTIMATED SUBMISSION</i>	Term 2, Week 2	Term 3, Week 7	Term 3, Weeks 9–10	
Component	Outcomes assessed SE-11-01, SE-11-02, SE-11-03, SE-11-4, SE-11-05, SE-11-06, SE-11-07	Outcomes assessed SE-11-01, SE-11-02, SE-11-03, SE-11-4, SE-11-05, SE-11-06, SE-11-07, SE-11-08, SE-11-09	Outcomes assessed SE-11-01, SE-11-02, SE-11-03, SE-11-4, SE-11-05, SE-11-06, SE-11-07, SE-11-08, SE-11-09	Weighting %
Knowledge and understanding of course content	20	10	20	50
Knowledge and skills in the design and development of software solutions	20	10	20	50
<b>Total %</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>

### Syllabus Outcomes

SE-11-01 describes methods used to plan, develop and engineer software solutions

SE-11-02 explains how structural elements are used to develop programming code

SE-11-03 describes how current hardware, software and emerging technologies influence the development of software engineering solutions

SE-11-04 applies safe and secure practices to collect, use and store data

SE-11-05 describes the social, ethical and legal implications of software engineering on the individual, society and the environment

SE-11-06 applies tools and resources to design, develop, manage and evaluate software

SE-11-07 implements safe and secure programming solutions

SE-11-08 applies language structures to refine code

SE-11-09 manages and documents the development of a software project

## 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	
<b>ESTIMATED SUBMISSION</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 5</b>	<b>Term 3, Week 5</b>	
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	<b>40</b>
Skills in Critical thinking research, analysis and communication	20	20	20	<b>60</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## TEXTILES AND DESIGN

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Communication Techniques Portfolio</b> Design skills for Textiles	<b>Preliminary Textiles Project</b> Textile item (Item & Folio)	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 8–9	
<b>Outcomes assessed</b>	P2.1, P2.3, P3.2	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	30	50
Skills and knowledge in the design, manufacture, and management of textile projects	10	30	10	50
<b>Total %</b>	20	40	40	100

## TEXTILES AND DESIGN- OUTCOMES

### 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 11	Term 2, Week 2	Term 3, Weeks 8/9	
Components	Outcomes assessed P7, P9	Outcomes assessed P1,P2,P3,P4,P5,P6	Outcomes assessed P1,P2,P3,P4,P5,P6,P7,P8,P9,P10	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	<b>Artmaking</b> 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	<b>Art Criticism and Art History</b> 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



Business Services

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

Qualification: BSB30120 Certificate III in Business

Cohort 2024 - 2025

Training Package BSB Business Services Training Package

School Name: The Forest High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry	EXAM (Optional)
Code	Unit of Competency	Week 9 Term 1 Date	Week 9 Term 2 Date	Week 7 Term 3 Date	Week 9 Term 3 Date
<a href="#">BSBTEC201</a>	Use business software applications	x			
<a href="#">BSBTEC202</a>	Use digital technologies to communicate in the work environment	x			
<a href="#">BSBWHS311</a>	Assist with maintaining workplace safety		x		
<a href="#">BSBINS302</a>	Organise workplace information		x		
<a href="#">BSBXCM301</a>	Engage in workplace communication			x	
<a href="#">BSBOPS201</a>	Work effectively in business environments			x	

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

\* **Examinable units to be confirmed by teacher.**

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

**Cookery**  
**Qualification: SIT20421 Certificate II in Cookery**  
**Cohort 2024 - 2025**

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

**Training Package SIT Tourism, Travel and Hospitality (version2.1)**

**School Name: The Forest High**

**Assessment Schedule Year 11 - 2024**

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Preliminary Yearly Exam** (Optional)
		Weeks	Week
		Term 2	Term
		Dates	Date
Code	Unit of Competency		
SITXFSA005	Use hygienic practices for food safety	x	
SITXWHS005	Participate in safe work practices	x	
SITXFSA006	Participate in safe food handling practices	x	
SITHCCC025	Prepare and present sandwiches	x	
SITXCOM007	Show social and cultural sensitivity	x	
SITXCCS011	Interact with customers	x	

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

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

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

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

## APPENDIX 1

### ILLNESS / MISADVENTURE APPLICATION

#### Preliminary/ HSC Course

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

Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Type of 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 Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### Deputy Principal Outcome:


Deputy Principal: \_\_\_\_\_ Date: \_\_\_\_\_

## 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 1<sup>st</sup>, 2<sup>nd</sup>, or 3<sup>rd</sup>) 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>

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*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

I .....of 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