

Dulwich High School  
of Visual Arts & Design

**Year 11**  
**Preliminary**  
**HSC COURSE**  
**Assessment**  
**Information**  
**2024**



# Welcome to Stage 6!

Year 11 is called the Preliminary course. You will be awarded a Year 11 Record of School Achievement (RoSA) at the successful completion of the three terms of the Preliminary year (also known as Year 11). You MUST complete all the Year 11 course requirements before proceeding to Year 12 HSC studies.

Dulwich High School Visual Arts and Design (DHSVAD) has developed a Year 11 curriculum that will offer students a wide range of choice in their decisions after completing their Year 12 course.

The New South Wales Education Standards Authority (NESA) manages the HSC course and DHSVAD follows NESA rules for the award of the HSC.

## HSC Assessment

Assessment is the process of identifying, gathering and interpreting information about student achievement. In the context of the Year 11 course and the Year 12 Higher School Certificate, the school's internal assessment program aims to provide a cumulative measure of a student's achievement in each of their courses.

School based assessment schedules use a wider range of syllabus outcomes than those tested in the HSC examinations as well as a greater variety of tasks over the year.

## Subject assessment programs

Subjects develop an assessment program for each course. This means the teacher will:

- Identify the student tasks, which best measure, each component of the syllabus.
- Specify values to be applied to each of the tasks to maintain the relative importance of each of the components. These are the weightings included in the booklet.
- Prepare a statement for students showing the requirements in each course before the commencement of the assessment program.

## Accommodations and adjustments

If a student has a disability, Dulwich High School of Visual Arts and Design will follow NESA procedures to ensure the student is able to make a fair attempt at the task. The learning support team will manage all adjustments and accommodations entitlements (special provisions) for identified students. It is the teacher's job to implement the approved accommodations and adjustments for identified students.

HSC special provisions will be managed by the learning support team acting upon NESA advice. Additional information is available at:

<http://www.boardofstudies.nsw.edu.au/disability-provisions/>

## **Assessment task notification**

Assessment advice includes: the type of task, the components and weights for each course and the week the tasks are due.

Dulwich High School of Visual Arts and Design will provide students with:

- An assessment booklet at the beginning of each year.
- Assessment notifications at least two weeks before an assessment task is due.
- Students will sign a form to show they have received the assessment task notification.

The written assessment notice contains information on the nature of the task, the weightings and course components specified, such as outcomes to be assessed from the relevant syllabus. Any changes to assessment dates will be given in writing and with a two-week notice approved by the Principal.

If a student is absent when information about an assessment task is given out, it is their responsibility to ask about the task notification information. Students have received prior information about the time an assessment task, so they know when tasks are due.

## **Absence when an assessment task is notified**

Whenever a student is absent from school, it is their responsibility to ensure that they find out what work has been missed and to catch up on that work. The same conditions apply if the student is absent when an assessment task is notified.

Students are not entitled to an extension of time for the task if they are absent on the day that the task notification was distributed to the class.

## **Leave**

Extended leave from school can only be granted by the Principal. Students must return an 'Application for Extended Leave - Travel' form to the Principal stating the nature and duration of the leave to be taken. Only in exceptional circumstances will leave be granted during an assessment week or when a task is due.

If leave is granted by the Principal, class teachers, Year Adviser and the Deputy Principal will be notified prior to the leave. The assessment task, in most cases, will be due on the day prior to the leave. The granting of leave and a possible concession is always at the discretion of the Principal.

If a family wishes to apply for extended leave please email the school with your leave request, our school email address is: [dulwich-h.school@det.nsw.edu.au](mailto:dulwich-h.school@det.nsw.edu.au) and the school will provide the family with the DoE 'Application for Extended Leave - Travel' form, this will need to be filled out and returned to the school as soon as possible.

### **Submission of tasks**

All hand-in tasks, major works and assessments must be given to the class teacher in the lesson at the specified time and date. If the teacher is absent on the due date, the Head Teacher of the subject will collect the assessment task.

If the class teacher is away for an in-class task the Head Teacher will plan for the task to be done at the set time.

Late submissions must follow the illness/misadventure process outlined on page 8. Tasks submitted without a satisfactory explanation will result in a zero mark.

**Note:** students who do not attend school on the due date to complete a task may also be given a mark of zero.

### **Technology and assessment tasks**

Some assessment tasks will require students to use technology while others may require tasks to be submitted in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure the handing in of a task by the due date at the beginning of the period. The library printer is only available before school, recess, and lunch for student printing (not during class time).

Technology failure is NOT a valid reason for failure to submit a task on time.

To minimise problems in relation to technology, students should adhere to the following protocols:

- When working at home, continually back up all work on the hard drive of their computer and on an external storage device such as a flash drive or email.
- When working at school, save the latest version of their work to their personal file on the school server whenever possible.

**Note:** students should keep all notes and rough drafts of assessment tasks.

### **Completion of over 50% of the total assessment within a subject**

Students studying a Preliminary course must complete and make a genuine attempt to complete all assessment tasks (including examinations). As a minimum, students must attempt tasks that make up more than 50% of the total marks for the course, to successfully complete the course undertaken. If this is not the case, the Principal will certify that the course has not been satisfactorily completed.

The Principal will warn the student (and their parents/caregivers) in advance if they are in danger of not meeting the assessment requirements of the course.

A zero mark is awarded for a task submitted after the due date with no approved reason, not submitting a task at all, a non-serious attempt or malpractice.

## Formal examination rules

The day-to-day rules of the school apply during all examinations. Failure to comply can result in exclusion from the exam and zero marks. Students are expected to be in the correct uniform and always behave in a polite and courteous manner towards exam supervisors and other students.

Students are also expected:

- **be seated in the examination room five minutes** before the start of the examination.
- **not have phones, smartwatches, bags, or notes** in the exam room – students must hand it to staff to be collected at the end of the exam. Students must leave all bags and notes outside the door or in the allocated area for bags.
- **bring only clear** water bottles, pencil cases or plastic bags with pens, pencils are to be brought into the exam room. Students need to provide their own calculator and ruler for relevant exams. They may not borrow equipment from other students during the exam. They cannot have geometry sets in a tin. No correction tape is allowed.
- **use pen and the provided examination booklets.** They should not write outside the lines on each page of the writing booklet.
- **make a serious attempt at the examination.** For example, only attempting one section of multiple-choice questions is not sufficient for an attempt to be considered serious.
- **adhere to toilet break procedures** – NESAs permits toilet breaks only in an emergency. A staff member will accompany students to the designated toilet and wait outside for the student.
- **remain for the duration of the exam. No student is allowed to leave the examination room.** Students with Disability Provisions may leave before the end of their extra time.

**Any breaches of examination rules MUST** be reported to the Deputy Principal. Students may receive zero for the examination and the incident recorded on the school's Malpractice Register.

## **Illness or Misadventure**

If a student is sick, will be away from school due to misadventure or they have a significant reason why they cannot do their best in an assessment task he/she can ask for special consideration, this is called an illness or misadventure claim.

If a student attempts an assessment task, the mark obtained in that task will stand until the matter is resolved. If a student does not attempt an assessment, he/she must contact the Deputy Principal or the Head Teacher of the subject as soon as possible if he/she wishes to be considered for an illness or misadventure claim, please refer to the required steps outlined on the following page for illness or misadventure.

The application form asks students to provide independent evidence of illness or misadventure. The student must return that documentation (e.g., medical certificate) to the Head Teacher of the subject on the first day of their return to school. The Deputy Principal will determine the validity of each illness/misadventure application

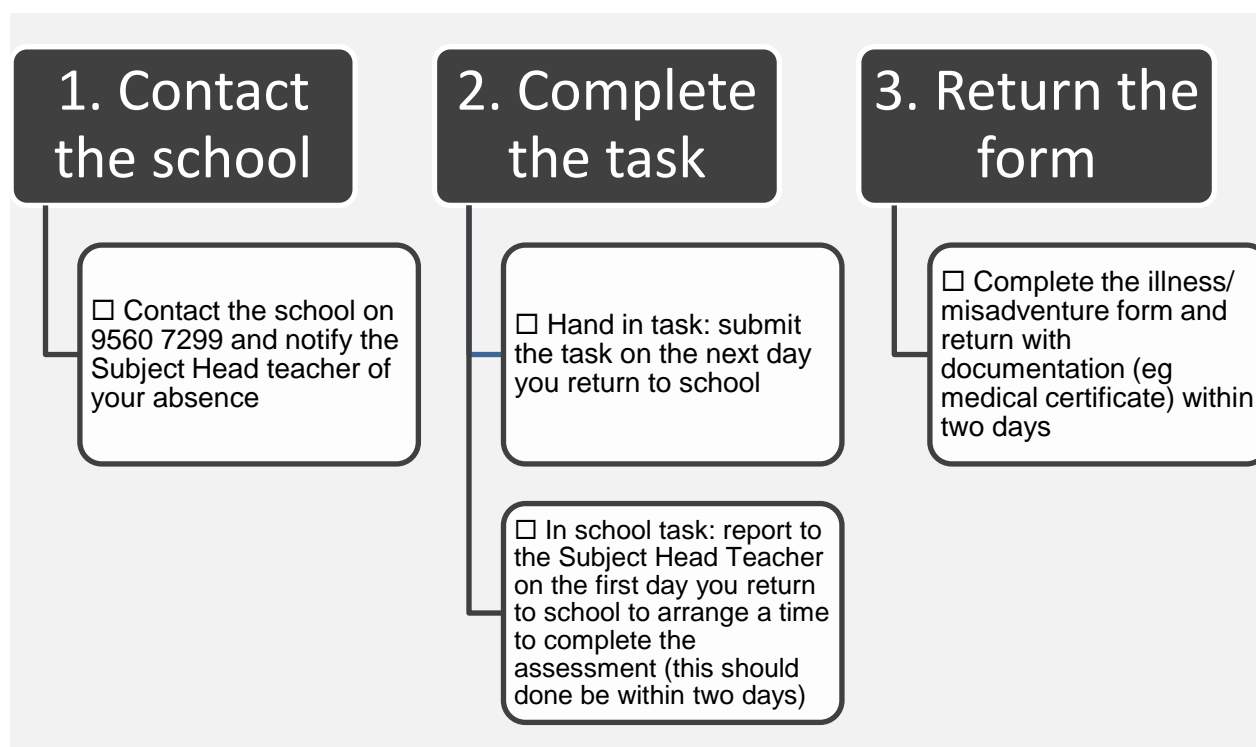
If the school accepts the illness or misadventure claim, the student through the Head Teacher of the subject must arrange a new time for an alternative task that is within two days of their return to school. Every student is expected to sit for every assessment task. Alternative tasks must be arranged as soon as possible after the student has returned to school.

Only in exceptional circumstances will a student be granted an estimate rather than completing an alternative task. In this circumstance the Deputy Principal will determine, after consultation with the Head Teacher of the subject, if the student is unable to complete another appropriate task. The Head Teacher of the subject will provide a mark that supports the student's current rank in that subject.

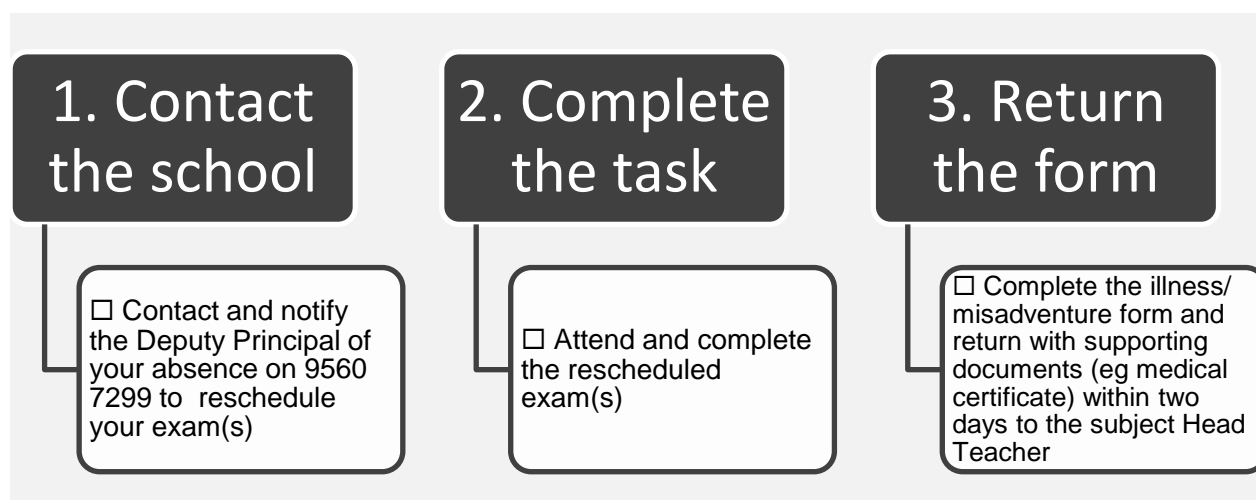
In the case of an illness or misadventure occurring during an assessment, the student should immediately notify the Head Teacher of the subject and obtain a doctor's certificate as soon as possible after the assessment. The certificate needs to be handed to the Head Teacher of that subject on the day the student returns to school. Other appropriate documentation needs to be supplied in the case of misadventure. Illness or misadventure protocols apply to all assessment tasks including oral presentations, vivas, exams, individual and group performances.

## The Illness Misadventure Process Checklist

If you are absent due to illness/misadventure when a task is due:



If you are absent due to illness/misadventure during examinations:



### Note:

- 1) It is the student's responsibility to follow these procedures and to complete all assessment tasks. The Head Teacher will retain the form and file in the subject folder for the course.
- 2) Students who do not follow these procedures and provide appropriate documentation will receive a zero mark and may be issued with an 'N' determination course warning letter.
- 3) In some circumstances the Head Teacher will require students to complete an alternative equivalent task.
- 4) If you are feeling unwell, do not sit the task, notify your teacher and follow the illness/misadventure process.
- 5) Technology failure or printer breakdown will not be accepted for late submission or absence.



## **'N' Determinations**

Students and their parents/carers will be notified when students are in danger of receiving an 'N' Determination. Official warnings will be issued when students have not:

- a) Followed the course developed or endorsed by NESA.
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- c) Achieved some or all the course outcomes.

This may include, but not be limited to:

- Making a genuine attempt at assessment tasks.
- Submitting the task on time, consequently being awarded zero.
- Non completion of class, homework, or coursework.

Official warnings are issued to give students the opportunity to redeem themselves. Official warnings are course specific not task specific.

If a student is sick or has a reason for not completing the task it is their responsibility to complete an illness or misadventure form and hand it to the Head Teacher of the subject as soon as they return to school.

A zero mark is awarded for a task submitted after the due date, not submitting a task at all, a non-serious attempt or plagiarism.

**Note:** to complete more than 50% of the course all students will complete assessment tasks even if they miss the due date without explanation.

## **Appeals against an assessment task grade**

Students wishing to appeal against the grade(s) in any subject(s) awarded to them should submit a written appeal, together with evidence, to the Deputy Principal. To be successful in such appeals, students need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the assessment procedures from the school.

The school review panel will consist of the Deputy Principal, the Head Teacher concerned and the Year Adviser. The Year Adviser will act as student advocate.

Please note contesting the marks awarded by the teacher for assessment tasks will not be subject to review.

Where students are appealing their final grade and the appeal for a ROSA grade is upheld, the deputy principal will send notification of the new grade(s) to NESA. Where possible, all reviews of the grade(s) awarded in any subject will be resolved within the school.

However, provision has been made for subsequent appeals to the principal and then NESA. For additional reference see: <https://ace.nesa.nsw.edu.au/appeals/appeals-overview>

## **Malpractice**

Malpractice is dishonest behaviour carried out for the purpose of gaining unfair advantage. It includes:

- Plagiarism is 'the wrongful attempt to pass off another's work as one's own' or 'the act of copying without permission or acknowledgement'.
- Cheating is deliberately copying someone else's work and claiming it as one's own.
- Giving work to other people to copy and claim as their own is also malpractice.

Proven plagiarism or cheating may incur the following penalties when any student:

- Deliberately plagiarises someone else's work, the student/s may receive a mark of zero for the assessment task.
- Cheats in an examination or in any other assessment situation, may receive a mark of zero.
- Gives their work from an assessment task or knowingly allows their work to be copied, may receive a mark of zero.

The penalty will be determined the Deputy Principal in consultation with the Head Teacher of the subject. The Year Adviser and Principal will be informed of the offence and the action taken. The parent/caregiver of the student must also be advised, and the incident entered into the student's record on Sentral.

Subsequent or more serious breaches of discipline such as an attempt to gain access to, or alter, computer records of student assessments, may lead to:

- Cancellation of the total assessment in the unit or course concerned.
- Cancellation of all the candidate's results for a period of study, with that period being determined by the school.

All instances of alleged malpractice will be reported to the Deputy Principal. Where the Deputy Principal is satisfied there is clear evidence of malpractice, the award of zero (0) will be recorded for the assessment task. The outcome in such cases will be conveyed in writing to parents and the students will be issued a warning letter.

## **Use of AI Technologies for Assessment**

The use of AI software such as ChatGPT is a form of academic malpractice and severely limits students' personal engagement with course content and mastery of subject-specific skills.

Students that are found using AI technologies will receive an N Award warning for the piece of work in question which also means they will receive a mark of 0 for that task. This can have serious implications for their internal HSC Assessment Mark and will adversely affect their course rank.

## Stage 6 Assessment Calendar

Week	TERM 1				
	<b>Weeks 1 to 4: No Assessment</b>				
5	Design & Technology				
6					
7	Ancient History				Society & Culture
8	Modern History	Business Studies			English Studies
9	Physics		Mathematics Standard		
10	Visual Arts Biology	Sport, Lifestyle & Recreation Studies Japanese Continuers	Mathematics Extension 1 Ceramics Music 1 Earth and Environmental Science	English Advanced English Extension English Standard Drama Chemistry Photography, Video & Digital Imaging	Geography CaFS PDHPE Textiles & Design Industrial Technology – Timber
11	Mathematics Advanced				
Week	TERM 2				
1					
2		Legal Studies			
3					
4					
5					
6	Modern History	Sport, Lifestyle & Recreation Studies			English Studies
7	Ancient History				
8					
9	Physics	Visual Arts	Mathematics Extension 1 Ceramics Music 1 Earth and Environmental Science	Chemistry Society & Culture	CaFS PDHPE
10	Legal Studies	Business Studies Japanese Continuers	Mathematics Advanced Mathematics Standard	English Advanced English Standard	Drama
Week	TERM 3				
1					
2				English Extension	
3			Photography Video & Digital Imaging		
4			Design & Technology	Textiles & Design	Geography Industrial Technology – Timber
5					
6		Biology		Drama	
7				Society & Culture	
8-9	Modern History	Legal Studies	Mathematics Advanced	English Advanced	Geography
	Physics	Business Studies	Mathematics Standard	English Extension	CaFS
	Biology	Japanese Continuers	Mathematics Extension 1	English Standard	PDHPE
	Visual Arts	Sport, Lifestyle & Recreation Studies	Ancient History	Chemistry	Music 1
	Earth and Environmental Science	Ceramics	Photography, Video & Digital Imaging	Textiles & Design Design & Technology	Industrial Technology - Timber
10				English Studies	

# **Year 11**

# **Assessment Program**

# **2024**



# Ancient History

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 7	Term 2, Week 7	Term 3, Weeks 8-9	
<b>Nature of Task</b>	<b>Investigation of Sites and Source Analysis</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Historical Investigation Research and Essay</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>End of Course Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9	
Knowledge and understanding of course content.	20		20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations.	5	5	10	<b>20</b>
Historical inquiry and research.	10	10		<b>20</b>
Communication of historical understanding in appropriate forms.	5	5	10	<b>20</b>
<b>Task Weighting %</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>

## Ancient History Course Outcomes

### **A Student:**

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

# Biology

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>  <b>Nature of Task</b>  <b>Outcomes</b>	<b>Term 1, Week 10</b>	<b>Term 3, Week 6</b>	<b>Term 3, Weeks 8-9</b>	
	<b>Practical Investigation</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Depth Study Presentation</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>End of Course Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11-8	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-10, BIO11-11	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Skills in working scientifically.	20	20	20	<b>60</b>
Knowledge and understanding of course content.	10	10	20	<b>40</b>
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## Biology Course Outcomes

### A Student:

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

# Business Studies

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 10</b>	<b>Term 3, Week 8-9</b>	
<b>Nature of Task</b>	<p><b>In Class Stimulus Study</b></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Business Plan</b></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>End of Course Examination</b></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	P1, P2, P6, P7, P8	P3, P4, P7, P8, P9, P10	P1, P3, P5, P8, P10	
Knowledge and understanding of course content.	10	10	20	<b>40</b>
Stimulus based skills.	10		10	<b>20</b>
Inquiry and research.		15	5	<b>20</b>
Communication of business information, ideas and issues in appropriate forms.	10	5	5	<b>20</b>
<b>Task Weighting %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Business Studies Course Outcomes

### **A Student:**

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

# Ceramics

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 9</b>	<b>Term 3, Week 9</b>	
<b>Nature of Task</b>	<p><b>Making</b></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Making</b></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>End of Course Examination</b></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	M3, M4, M5, M6	M4, M5, CH4, CH5	M1, M2, M4, CH1, CH2, CH3	
Making	30	40		<b>70</b>
Critical/historical			30	<b>30</b>
<b>Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Ceramics Course Outcomes

### A Student:

- M1 generates a characteristic style that is increasingly self-reflective in their ceramic practice.
- M2 explores concepts of artist/ceramist/sculptor/designer/maker, interpretations of the world and of audience response in their making of ceramic works.
- M3 investigates different points of view in the making of ceramic works.
- M4 explores ways of generating ideas as representations in the making of ceramic works.
- M5 engages in the development of different techniques suited to artistic intentions in the making of ceramic works.
- M6 takes into account issues of Work Health and Safety in their practice.
- CH1 generates in their critical and historical investigations ways to interpret and explain ceramic works and practices.
- CH2 investigates the roles and relationships of the concepts of work, world, artist/ceramist/sculptor/designer/maker and audience in critical and historical investigations.
- CH3 distinguishes between different points of view in their critical and historical studies.
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in ceramics.
- CH5 recognises how ceramic works are used in various fields of cultural production.

# Chemistry

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 8-9	
<b>Nature of Task</b>	<b>Practical Task</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Depth Study Research Practical Task</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>End of Course Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-6, CH11/12-7, CH11-9	CH11/12-1, CH 11/12-2, CH 11/12-3, CH 11/12-4 , CH 11/12-5, CH 11/12-6, CH11/12-7, CH11-8, CH 11-9, CH 11-10, CH 11-11	
Skills in working scientifically.	15	25	20	<b>60</b>
Knowledge and understanding of course content.	10	10	20	<b>40</b>
<b>Task Weighting %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Chemistry Course Outcomes

### A Student:

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

# Community and Family Studies (CaFS)

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 8-9	
<b>Nature of Task</b>	<p><b>Research Project</b></p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Investigation Report</b></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>End of Course Examination</b></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	P1.1, P1.2, P4.2, P5.1, P6.1	P1.2, P2.1, P2.3, P3.2, P4.2, P6.2	P 1.1, 1.2, 2.2, 2.4, 3.1, 3.2, 4.1, 4.2, 6.1	
Knowledge and Understanding of course content.	5	10	25	<b>40</b>
Skills in critical thinking, research methodology, analysing, and communicating.	20	25	15	<b>60</b>
<b>Task Weighting %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>



## Community and Family Studies (CAFS) Course Outcomes

### **A Student:**

- P1.1 describes the contribution an individual's experiences, values, attitudes, and beliefs make to the development of goals.
- P1.2 proposes effective solutions to resource problems.
- P2.1 accounts for the roles and relationships that individuals adopt within groups.
- P2.2 describes the role of the family and other groups in the socialisation of individuals.
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.
- P2.4 analyses the interrelationship 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.

# Design and Technology

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 5	Term 3, Week 4	Term 3, Weeks 8-9	
<b>Nature of Task</b>	<p><b>Designer Case Study</b></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Preliminary Project</b></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>End of Course Examination</b></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.1, P2.2, P3.1, P4.3, P5.1, P5.2, P5.3, P6.1	
Knowledge and understanding of course content.	10	10	20	
Knowledge and skills in designing, managing, producing, and evaluating design projects.	20	30	10	<b>60</b>
<b>Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Design & Technology Course Outcomes

### **A Student:**

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

# Drama

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 6	
<b>Nature of Task</b>	<b>Performance and Written Response</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Group Devised Performance and Logbook</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Individual Project and Logbook</b>  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	
<b>Outcomes</b>	P1.1, P1.6, P3.1, P3.3	P1.2, P1.4, P1.5, P1.7	P1.8, P2.2, P3.4	
Making	10	5	25	<b>40</b>
Performing	15	15		<b>30</b>
Critically Studying	10	15	5	<b>30</b>
<b>Task Weighting %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## Drama Course Outcomes

### A Student:

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles.
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form.
- P1.3 demonstrates performance skills appropriate to a variety of styles and media.
- P1.4 understands, manages, and manipulates theatrical elements and elements of production, using them perceptively and creatively.
- P1.5 understands, demonstrates, and records the process of developing and refining ideas and scripts through to performance.
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action.
- P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration.
- P1.8 recognises the value of individual contributions to the artistic effectiveness of the whole.
- P2.1 understands the dynamics of actor-audience relationship.
- P2.2 understands the contributions to the production of the playwright, director, dramaturge, 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 demonstrated the commitment, collaboration and energy required for production.
- P2.6 appreciates the variety of styles, structures and techniques that can be used making and shaping a performance.
- P3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performances of others.
- P3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures, and techniques.
- P3.3 analyses and synthesises research and experiences of dramatic and theatrical styles, traditions, and movements.
- P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues and interests.

# Earth and Environmental Science

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9	
<b>Nature of Task</b>	<b>Open Ended Investigation</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Mid-Course Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Depth Study</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	EES 11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11-8	EES11/12-1, EES11/12-2, 11/12-3, 11/12-4, EES11/12-5, 11/12-6, 11/12-7, EES11-8, EES11-9, EES11-10	EES11/12-1, EES11/12-2, 11/12-3, EES11/12-4, EES11/12-6, EES11/12-7, EES11-11	
Skills in working scientifically.	20	10	30	<b>60</b>
Knowledge and understanding of course content.	10	20	10	<b>40</b>
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Earth and Environmental Science Course Outcomes

### A Student:

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

# English Advanced

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8-9	
<b>Nature of Task</b>	<p><b>In Class Task: Creative and Critical Response</b> Common Module: Reading to Write</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Multimodal Presentation</b> Module A: Narratives that Shape Our World</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>End of Course Examination</b> Module A: Narratives that Shape our World Module B: Critical Study of Literature</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	EA11-1, EA11-4, EA11-5, EA11-9	EA11-2, EA11-5, EA11-6, EA11-7, EA11-8	EA11-1, EA11-3, EA11-5, EA11-6	
Knowledge and understanding of course content.	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes.	15	15	20	<b>50</b>
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## English Advanced Course Outcomes

### A Student:

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

# English Extension

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 10	Term 3, Week 2	Term 3, Week 8-9	
<b>Nature of Task</b>	<b>Writing Portfolio</b> Power and Morality  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>Research Project Multimodal Presentation</b> Power and Morality  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>End of Course Examination</b> Power and Morality  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
Knowledge and understanding of complex texts and of how and why they are valued.	15	20	15	50
Skills in complex analysis, sustained composition, and independent investigation.	15	20	15	50
<b>Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English Extension Course Outcomes

### **A Student:**

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

# English Standard

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 10</b>	<b>Term 3, Week 8-9</b>	
<b>Nature of Task</b>	<p><b>In Class Task: Creative and Critical Response</b> Common Module: Reading to Write</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Multimodal Presentation</b> Module A: Contemporary Possibilities</p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>End of Course Examination</b> Module A: Contemporary Possibilities Module B: Close Study of Literature</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	EN11-1, EN11-3, EN11-4, EN11-5, EN11-9	EN11-2, EN11-5, EN11-7, EN11-8	EN11-1, EN11-3, EN11-5, EN11-6	
Knowledge and understanding of course content.	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes.	15	15	20	<b>50</b>
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## English Standard Course Outcomes

### A Student:

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

# English Studies

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 8	Term 2, Week 6	Term 3, Week 10	
<b>Nature of Task</b>	<b>Employment Package</b> Mandatory Module: Achieving through English  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>Multimodal Presentation</b> Module F: Mitunes and Text  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>Collection of Classwork</b> Mandatory Module: Module F, K and B  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	
<b>Outcomes</b>	ES11-1, ES11-3, ES11-10	ES11-2, ES11-5, ES11-8	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-8, ES11-9, ES11-2, 10	
Knowledge and understanding of course content.	15	15	20	
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes.	15	15	20	50
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## English Studies Course Outcomes

### A Student:

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

# Geography

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 10	Term 3, Week 4	Term 3, Weeks 8-9	
<b>Nature of Task</b>	<b>Research Task</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Senior Geography Project</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>End of Course Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	P1, P2, P3, P8, P9, P10, P12	P7, P8, P9, P10, P11, P12	P1, P4, P5, P6, P7, P8, P9, P10, P12	
Knowledge and understanding of course content.	10	10	20	<b>40</b>
Geographical tools and skills.	10	5	5	<b>20</b>
Geographical inquiry and research, including fieldwork.	5	15		<b>20</b>
Communication of geographical information, ideas, and issues in appropriate forms.	10	5	5	<b>20</b>
<b>Task Weighting %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>



## Geography Course Outcomes

### A Student:

- P1 differentiates between spatial and ecological dimensions in the study of geography.
- P2 describes the interactions between the four components which define the biophysical environment.
- P3 explains how a specific environment functions in terms of biophysical factors.
- P4 analyses changing demographic patterns and processes.
- P5 examines the geographical nature of global challenges confronting humanity.
- P6 identifies the vocational relevance of a geographical perspective.
- P7 formulates a plan for active geographical inquiry.
- P8 selects, organises, and analyses relevant geographical information from a variety of sources.
- P9 uses maps, graphs and statistics, photographs, and fieldwork to conduct geographical inquiries.
- P10 applies mathematical ideas and techniques to analyse geographical data.
- P11 applies geographical understanding and methods ethically and effectively to a research project.
- P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic, and graphic forms.

# Industrial Technology

## Timber Products and Furniture Technologies

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 10	Term 3, Week 4	Term 3, Weeks 8-9	
<b>Nature of Task</b>	<p><b>Folio</b></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Preliminary Project</b></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>End of Course Examination</b></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	P3.1, P3.2, P5.1, P5.2	P3.3, P4.1, P4.2, P4.3, P6.1	P1.1, P1.2, P2.1, P4.3, P6.1, P6.2, P7.1, P7.2	
Knowledge and understanding of course content.	10	10	20	<b>40</b>
Knowledge and skills in the management, communication, and production of projects.	10	30	20	<b>60</b>
<b>Task Weighting %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Industrial Technology Timber Course Outcomes

### A Student:

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

# Japanese Continuers

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 8-9	
<b>Nature of Task</b>	<p><b>Reading and Speaking Task</b></p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>Listening and Writing Task</b></p> <p><input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task</p>	<p><b>End of Course Examination</b></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	1.2, 2.1, 3.4, 3.5	2.2, 2.3, 3.6, 4.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Listening		20	10	<b>30</b>
Reading	20		10	<b>30</b>
Speaking	10		10	<b>20</b>
Writing		10	10	<b>20</b>
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Japanese Continuers Course Outcomes

### A Student:

- 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 languages structures to 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 conclusion from or justifies an opinion.
- 3.5 interprets, analyses, and evaluates information.
- 3.6 infers points of views, 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

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	<b>Term 2, Week 2</b>	<b>Term 2, Week 10</b>	<b>Term 3, Weeks 8-9</b>	
<b>Nature of Task</b>	<b>Media File</b>  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>Research Report</b>  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>End of Course Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	P1, P2, P6, P8	P4, P5, P7, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Knowledge and understanding of course content.	10	10	20	<b>40</b>
Analysis and evaluation.	10	10		<b>20</b>
Inquiry and research.	10	10		<b>20</b>
Communication of legal information, issues, and ideas in appropriate forms.		10	10	<b>20</b>
<b>Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Legal Studies Course Outcomes

### A Student:

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

# Mathematics Advanced

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 11	Term 2, Week 10	Term 3, Weeks 8-9	
<b>Nature of Task</b>	<b>Research and Application Task</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Open-book Test</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>End of Course Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Understanding, Fluency and Communication.	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification.	15	15	20	<b>50</b>
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## Mathematics Advanced Course Outcomes

### A Student:

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

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 9</b>	<b>Term 3, Weeks 8-9</b>	
<b>Nature of Task</b>	<b>Open-book Test</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Research and Application Task</b>  <input checked="" type="checkbox"/> Home Task <input type="checkbox"/> School Task	<b>End of Course Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Understanding, Fluency and Communication.	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification.	15	15	20	<b>50</b>
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Mathematics Extension 1 Course Outcomes

### A Student:

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

# Mathematics Standard

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 8-9	
<b>Nature of Task</b>	<p><b>Research and Application Task</b></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Open-book Test</b></p> <p><input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>End of Course Examination</b></p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	MS11-3, MS11-4, MS11-9, MS11-10	MS11-1, MS11-2, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Understanding, Fluency, and Communication.	10	20	20	<b>50</b>
Problem Solving, Reasoning and Justification.	20	10	20	<b>50</b>
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Mathematics Standard Course Outcomes

### A Student:

- MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems.
- MS11-2 represents information in symbolic, graphical, and tabular form.
- MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units.
- MS11-4 performs calculations in relation to two-dimensional and three-dimensional figures.
- MS11-5 model's 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.

# Modern History

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
<b>Timing</b>	<b>Term 1, Week 8</b>	<b>Term 2, Week 6</b>	<b>Term 3, Weeks 8-9</b>	
<b>Nature of Task</b>	<b>Source Study</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Historical Investigation</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>End of Course Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	MH11-2, MH11-4, MH11-5, MH11-6	MH11-6, MH11-7, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-5, MH11-6	
Knowledge and understanding of course content.	15		25	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations.	10	10		<b>20</b>
Historical inquiry and research.	5	10	5	<b>20</b>
Communication of historical understanding in appropriate forms.	5	10	5	<b>20</b>
<b>Task Weighting %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Modern History Course Outcomes

### **A Student:**

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

# Music 1

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 9</b>	<b>Term 3, Weeks 8-9</b>	
<b>Nature of Task</b>	<b>Composition</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Video Viva Voce</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Performance Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	P3, P6	P4, P7	P1, P5	
Performance	5		20	<b>25</b>
Composition	25			<b>25</b>
Musicology	5	20		<b>25</b>
Aural		15	10	<b>25</b>
<b>Task Weighting %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>



## Music 1 Course Outcomes

### A Student:

- P1 performs music that is characteristic of the topic 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 topic studied.
- P8 Identified recognises, experiments with an discusses the use of technology in music.

## Personal Development, Health, & Physical Education (PDHPE)

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 8-9	
<b>Nature of Task</b>	<b>Research Project</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Research Project</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>End of Course Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	P2, P3, P4, P15	P7, P8, P9, P10, P11, P16	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	
Knowledge and understanding of course content.	10	10	20	<b>40</b>
Skills in critical thinking, research, analysis and communicating.	20	20	20	<b>60</b>
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Personal Development, Health, and Physical Education Course Outcomes

### A Student:

- P1 identifies and examines why individuals give different meanings to health.
- P2 explains how a range of health behaviours affect an individual's health.
- P3 describes how an individual's health is determined by a range of factors.
- P4 evaluates aspects of health over which individuals can exert some control.
- P5 describes factors that contribute to effective health promotion.
- P6 proposes actions that can improve and maintain an individual's health.
- P7 explains how body systems influence the way the body moves.
- P8 describes the components of physical fitness and explains how they are monitored.
- P9 describes biomechanical factors that influence the efficiency of the body in motion.
- P10 plans for participation in physical activity to satisfy a range of individual needs.
- P11 assesses and monitors physical fitness levels and physical activity patterns.
- P12 demonstrates strategies for the assessment, management, and prevention of injuries in first aid settings.
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information.
- P16 uses a range of sources to draw conclusions about health and physical activity concepts.
- P17 analyses factors influencing movement and patterns of participation.

# Photography, Video and Digital Imaging

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 10	Term 3, Week 3	Term 3, Week 9	
<b>Nature of Task</b>	<p><b>Practical Task</b> WP1 – Introduction to Practice in Wet Photography</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Practical Task</b> V1 – Introduction to Practice in Video</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	<p><b>Writing Task</b> End of Course Examination</p> <p><input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task</p>	
<b>Outcomes</b>	M2, M5, M6	M1, M3, M4	CH1, CH2, CH3, CH4, CH5	
<b>Task Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Photography, Video and Digital Imaging Course Outcomes

### **A Student:**

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

# Physics

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	<b>Term 1, Week 9</b>	<b>Term 2, Week 9</b>	<b>Term 3, Weeks 8-9</b>	
<b>Nature of Task</b>	<b>Open Ended Investigation</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Depth Study</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>End of Course Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11-8	PH11/12-1, PH11/12-5, PH11/12-6, PH11/12-7, PH11-9	PH11/12-6, PH11-8, PH11-9, PH11-10, PH11-11	
Skills in working scientifically.	20	30	10	<b>60</b>
Knowledge and understanding of course content.	10	10	20	<b>40</b>
<b>Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Physics Course Outcomes

### A Student:

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

# Society and Culture

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
<b>Timing</b>	<b>Term 1, Week 7</b>	<b>Term 2, Week 9</b>	<b>Term 3, Week 7</b>	
<b>Nature of Task</b>	<b>In-Class Short Answer Responses</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Primary Research and Response Task</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Research Proposal and Methods Task</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	P1, P6 P9, P10	P2, P3, P5, P10	P4, P6, P7, P8	
Knowledge and understanding of content.	20	15	15	<b>50</b>
Application and evaluation of social and cultural research methods.	5	10	15	<b>30</b>
Communication of information, ideas, and issues in appropriate forms.		15	5	<b>20</b>
<b>Task Weighting %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>



## Society and Culture Course Outcomes

### **A Student:**

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

# Sport, Lifestyle and Recreation Studies

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 10	Term 2, Week 6	Term 3, Week 8-9	
<b>Nature of Task</b>	<b>Resistance Training Planning Task</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Outdoor Recreation Expedition Task</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>End of Course Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	1.3, 2.1, 2.2, 2.3, 3.2, 3.3	1.3, 2.3, 4.1, 4.2	1.3, 3.6, 4.4, 4.5	
Knowledge and Understanding.	20	20	10	
Skills.	20	20	10	50
<b>Task Weighting %</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

## Sport Lifestyle and Recreation Course Outcomes

### **A Student:**

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities.
- 1.3 demonstrates ways to enhance safety in physical activity.
- 1.6 describes administrative procedures that support successful performance outcomes.
- 2.1 explains the principles of skill development and training.
- 2.2 analyses the fitness requirements of specific activities.
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts.
- 3.2 designs programs that respond to performance needs.
- 3.3 measures and evaluates physical performance capacity.
- 4.1 plans strategies to achieve performance goal.
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context.
- 4.4 demonstrates competence and confidence in movement contexts.
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety, and physical activity.

# Textiles and Design

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting %</b>
<b>Timing</b>	<b>Term 1, Week 10</b>	<b>Term 3, Week 4</b>	<b>Term 3, Week 8-9</b>	
<b>Nature of Task</b>	<b>Preliminary Project 1</b>	<b>Preliminary Project 2</b>	<b>End of Course Examination</b>	
	<input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	P1.1, P1.2, P4.1	P2.1, P2.2, P2.3, P3.1, P3.2	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	
Knowledge and understanding of course content.	10	20	20	<b>50</b>
Skills and knowledge in design, manufacture, and management of textiles projects.	20	20	10	<b>50</b>
<b>Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Textiles and Design Course Outcomes

### **A Student:**

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

# Visual Arts

Component	Task 1	Task 2	Task 3	Weighting %
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 8-9	
<b>Nature of Task</b>	<b>Artmaking Task</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>Integrated Task/Verbal Task</b>  <input checked="" type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	<b>End of Course Examination</b>  <input type="checkbox"/> Home Task <input checked="" type="checkbox"/> School Task	
<b>Outcomes</b>	P1, P2, P4, P6	P2, P3, P5, P7, P8, P9, P10	P8, P9, P10	
Art Making.	30	20		50
Art Criticism and Art History.		20	30	50
<b>Task Weighting %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Visual Arts Course Outcomes

### **A Student:**

- P1 explores the conventions of practice in artmaking.
- P2 explores the roles and relationships between the concepts of artist, artwork, world, and audience.
- P3 identifies the frames as the basis of understanding expressive representation through the making of art.
- P4 investigates subject matter and forms as representations in art making.
- 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.





## VET COURSE ASSESSMENT SCHEDULES

### Preliminary 2024 – HSC 2025

#### **Vocational Education and Training (VET) Courses (to be included in assessment booklets with relevant assessment schedules)**

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESAs) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers, tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary school students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License, or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge), these skills and knowledge will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and **ONLY ONE** can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESAs.

Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course, it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge, and skills.

The following table is a guide to the appropriate outcome to record for each student:

NESA Outcome	NCVER Outcome	Explanation <i>(source: AVETMISS Data Elements definitions, Edition 2.2 April 2013)</i>
<b>Achieved</b>	Competency achieved / pass	Student has been assessed and satisfies all the requirements for the unit of competency
<b>Not Achieved</b>	Competency not achieved / fail	Student has attempted <b>all requirements for the assessment</b> and has been <b>assessed</b> as not competent in one or more of the requirements of the competency
<b>Continuing</b>	Continuing enrolment	The student has engaged in learning activity, but has not completed all the training and assessment criteria by the end of the collection period
<b>Withdrawn</b>	Withdrawn / discontinued	(a) The student has engaged in some learning activity, then notified the RTO of their withdrawal before completing all of the assessment criteria (b) The student has engaged in some learning activity then stopped attending or submitting assessments without notifying the RTO
<b>RPL</b>	Recognition of Prior Learning Granted	The student has been assessed and RPL has been granted
<b>Credit Transfer</b>	Credit transfer / National Recognition	The student can supply evidence of the same or an equivalent competency, and credit transfer is awarded. This is used where there is no delivery of training or assessment of the student's knowledge.
<b>Did Not Start</b>	NIL	Student was enrolled in the unit of competency, but no training or assessment occurred. <b>WILL NOT BE REPORTED OR APPEAR ON THE USI</b>

**Course: Retail Services**  
**Qualification: SIR30216 Certificate III in Retail (Release 4)**  
**Cohort: 2024-2025**  
**Training Package: SIR Retail Services (Release 7.0)**

**School Name: Dulwich High School of Visual Arts & Design**

**Assessment Schedule - Year 11 2024**

Assessment Tasks for SIR30216 Certificate III in Retail		Task 1 Safety and Spotless		Task 2 Working in the Industry		Task 3 Customer Service		Preliminary Exam (20%)	
		Week	1-7	Week	10-11 & 1-5	Week	6-10 & 1-2	Weeks	8-9
		Term	1	Term	1-2	Term	2-3	Term	II
Code	Unit of Competency	Date	TBC	Date	TBC	Date	TBC	Date	TBC
SIRWHS002	Contribute to workplace health and safety		x						
SIRXIND002	Organise and maintain a store environment		x						
SIRXIND001	Work effectively in a service environment				x				
SIRXCOM002	Work effectively in a team				x				
SIRXCEG001	Engage the customer						x		
SIRXCEG002	Assist with customer difficulties						x		
SIRXCEG003	Build customer relationships and loyalty						x		

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

**The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.**

**\*\* 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'.

Course: Retail Services

Qualification: SIR30216 Certificate III in Retail (Release 4)

Cohort: 2024 – 2025

Training Package: SIR Retail Service (Release 7.0)

School Name: Dulwich High School of Visual Arts & Design

Assessment Schedule - Year 12 2025

Assessment Tasks for SIR30216 Certificate III in Retail		Task 4 Sales and Security		Task 5 Retail General Selling		Task 6 Stock Control		Trial HSC Exam (80%)	
		Week	5-10 & 1-2	Week	3-10	Week	1-8	Week	3-4
		Term	4-5	Term	5-6	Term	7	Term	3
Code	Unit of Competency	Date	TBC	Date	TBC	Date	TBC	Date	TBC
SIRXSL001	Sell to the retail customer		x						
SIRXSL002	Follow point of sale procedures		x						
SIRXRSK001	Identify and respond to security risks		x						
SIRRMER001	Produce visual merchandise displays				x				
SIRXPDK001	Advise on products and services				x				
SIRRINV002	Control stock						x		
SIRRINV001	Receive and handle retail stock						x		

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

The exam will be confirmed by your teacher. This exam may be used for NESAs reporting requirements.

\*\*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'.



# Dulwich High School of Visual Arts & Design

## Illness/Misadventure Form

Name: \_\_\_\_\_ Course: \_\_\_\_\_ Year \_\_\_\_\_ Roll \_\_\_\_\_

Name of Assessment Task: \_\_\_\_\_ *Nature of tasks (please circle) Examination,*  
Performance, Assessment Task No \_\_\_\_\_ *Performance, Practical Task, Speaking Task, Written*  
Task, weighting \_\_\_\_\_ *tasks, Viewing Assignment, Research Activity,*  
Date Due \_\_\_\_\_ *Portfolio, Field Work.*  
Class Teacher \_\_\_\_\_



**To be completed by the student**                      **Section A**

Outline reasons for this application for Illness/Misadventure and attach relevant documentation. (e.g., medical certificate)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Parent/Carer Signature \_\_\_\_\_ Student Signature \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_



**To be completed by the Head Teacher**                      **Section B**

Head Teacher's name: \_\_\_\_\_ Faculty \_\_\_\_\_ Course \_\_\_\_\_  
Receipt date of illness/Misadventure form; \_\_\_\_\_  
Task submitted/completed     Yes     No    Date completed \_\_\_\_\_  
Date of rescheduled task \_\_\_\_\_

Comments: \_\_\_\_\_  
 **Resolution accepted**                      HT Signature \_\_\_\_\_



**To be completed by Deputy Principal**                      **Section C**

**Resolution Accepted**                       **Resolution Rejected**

Comments \_\_\_\_\_  
Deputy Principal signature \_\_\_\_\_ Date: \_\_\_\_\_

