

YEAR 11

ASSESSMENT GUIDE 2023



ENDEAVOUR

SPORTS

HIGH SCHOOL

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Message from the Principal

At Endeavour we believe that there is nothing more important than your learning. To reach your academic potential you will be required to demonstrate diligence and sustained effort to all learning tasks.

You have begun the most important two years of your school life; your senior years will reward dedication and hard work. The best resources you have during this period are your teachers, and it is important that you form strong partnerships with them to deliver the best possible results.

Whilst you may be engaged in a range of activities both inside and outside of school, your learning should always come first. Your HSC is something you keep for life and will be used to open doors to future success.

This Year 11 assessment guide contains carefully designed course assessment schedules, each highlighting formal tasks at a precise date. Teachers will also implement informal strategies to improve your learning.

We want students at Endeavour to reach their potential and expand their intelligence and abilities. I look forward to sharing this journey with you in a learning environment that guarantees academic success.

James Kozlowski
Principal

ENDEAVOUR SPORTS HIGH SCHOOL – STAFF 2023

PRINCIPAL	Mr James Kozlowski	DEPUTY PRINCIPAL Years 10 & 12	Ms Nagla Jebeile
CAREERS ADVISER	Ms Liri Latimore	DEPUTY PRINCIPAL Years 7 & 9	Ms Jocelyn Gooch
DIRECTOR OF SPORTS	Mr Dave Davids	DEPUTY PRINCIPAL Years 8 & 11	Ms Lenore Blades
HEAD TEACHER ADMINISTRATION	Ms Marni Miller	STUDENT ADVISER	Ms Alyse Akkawy
HSC MENTOR	Dr Ian Paterson	HEAD TEACHER WELLBEING	Ms Gillian Kaladelfos
HEAD TEACHER TEACHING & LEARNING	Ms Sarah Hawke	HEAD TEACHER WELLBEING	Mr Dave Howlett

KEY LEARNING AREAS - HEAD TEACHERS

ENGLISH	<ul style="list-style-type: none"> ▪ English Advanced ▪ English Standard 	Ms Aphrodite Chamos
MATHEMATICS	<ul style="list-style-type: none"> ▪ Mathematics Extension 2 ▪ Mathematics Extension 1 ▪ Mathematics Advanced ▪ Mathematics Standard 1 and 2 	Mrs Sandi Williams
SCIENCE and LANGUAGES	<ul style="list-style-type: none"> ▪ Biology ▪ Chemistry ▪ Investigating Science ▪ Physics ▪ Modern Greek 	Miss Jessica Rigg Mr Liam Dwyer
HSIE (Human Society and its Environment)	<ul style="list-style-type: none"> ▪ Ancient History ▪ Business Studies ▪ Geography ▪ Legal Studies ▪ Modern History ▪ Society and Culture 	Ms Susie Smith Ms Maria Certoma
PD/H/PE (Personal Development/Health/Physical Education)	<ul style="list-style-type: none"> ▪ PD/H/PE ▪ Sport, Lifestyle and Recreation 	Mr Brad Kelly (Relieving)
TAS (Technological and Applied Studies)	<ul style="list-style-type: none"> ▪ Community and Family Studies ▪ Engineering Studies ▪ Food Technology ▪ Industrial Technology (Timber and Furnishings) 	Mrs Olivera Souris
CREATIVE AND PERFORMING ARTS	<ul style="list-style-type: none"> ▪ Dance ▪ Music ▪ Visual Arts 	Ms Phillipa Whittaker
VET (Vocational Education and Training)	<ul style="list-style-type: none"> • Business Services ▪ Construction ▪ Hospitality ▪ Retail Services 	Mrs Olivera Souris Ms Susie Smith

STUDENT RESPONSIBILITIES

Each student has the responsibility to:

- understand the NESA course requirements and procedures for each course of study
- attend school, be aware of due dates for assessment tasks and complete tasks on time
- be present to do all in school assessment tasks. This means being present all day on the day a task is due
- be on time for all assessment tasks
- provide written evidence (for example a Doctor's Certificate/Medical Evidence) of reason for absence from formal assessment tasks
- provide written evidence (for example a Doctor's Certificate/Medical Evidence) of the reason for late submission of formal assessment tasks
- if appropriate, provide a Doctor's Certificate/Medical Evidence if a task is not submitted on the due date
- use a diary to record set homework, assessment task times and details of formative assessments set by your teacher
- plan a study timetable that gives careful consideration to the requirements of assessment tasks in his/her overall pattern of study
- seek help and advice from the teaching staff and HSC mentor
- apply himself/herself to the best of his/her ability to all coursework.

HSC ASSESSMENT POLICY

This Year 11 assessment guide contains carefully designed course assessment schedules, each highlighting formal tasks scheduled on a precise date. This policy has been written to satisfy NESA and Department of Education requirements. The policy and procedures will be applied fairly and consistently. Any decisions made by the appeals panel will be referred to the Principal, and the Principal's decision in this process will be final.

1. Assessment calendar

- 1.1. Students will be issued with a hard copy booklet outlining the formal assessment tasks in all courses. The calendar will provide the task name and week for completion. All students will also receive a copy of the booklet via email. A student signature is required upon receipt of the booklet to confirm the student has received the booklet, has read the policy and understands their requirements and responsibilities.
- 1.2. Notice will be given for each specific task. Teachers will give details of the task in writing via email and in some cases a hard copy. Two weeks' notice will normally be given for variations to the published Assessment Calendar or content of tasks. For each assessment task, students will sign the assessment task receipt register.
- 1.3. If there is a change to an assessment task after the initial notification has been issued, a new revised assessment notification will be distributed to students and the students will sign a new assessment task receipt register.

2. Illness Misadventure Process

- 2.1. Any student who is unable to complete an assessment task due to illness or misadventure must follow the school's illness/misadventure processes as outlined below

3. Late submission of assessment tasks

- 3.1. If an assessment task has to be submitted and a student fails to do so by the specified date and time (as set out in the assessment notification) a zero mark will be awarded.

Students with a valid reason, such as illness or misadventure must follow the school's illness/misadventure process.

Parents/carers/students must contact the school on the day of the assessment task to notify the Head Teacher or the Deputy Principal of the absence.

A parent note AND appropriate evidence (for example medical evidence, medical certificate, order of service etc) giving valid reasons is provided to the Head Teacher or Deputy Principal along with the completed form – Assessment Variation Form 2 – Consideration due to Misadventure in an assessment task.

The documentation should be presented on the first day of the student's return to school. *Refer to 7.*

- 3.2. If a valid reason is given for non-attendance (illness or approved leave) then a mark will be awarded for the task or alternative task. Failure to complete an alternative task will result in a zero mark being awarded.

- 3.3. If a student fails to hand in an assessment task before the holiday period without a valid reason, a zero mark will be awarded unless 7.1 or 7.2 is satisfied.
- 3.4. Medical certificates/Medical Evidence are required if medical reasons are given for late submission. They should be produced on the first day of the students return.
- 3.5. If a student misses scheduled classes on an assessment task day without a valid reason a zero mark may be awarded.
- 3.6. If a student is absent from school on the day before an assessment task without a valid reason, and who is deemed to gain an unfair advantage, a zero mark may be awarded.

4. Failure to submit and non-serious attempt of assessment tasks

- 4.1. A zero mark will be awarded for non-submission of an assessment task or non-serious attempt of an assessment task as determined by a panel consisting of Deputy Principal and Head Teacher Teaching and Learning.
- 4.2. Any student who enters a non-serious attempt (including but not restricted to inappropriate comments to questions, challenging markers to take away marks, making abusive, rude or derogatory comments, inappropriate diagrams) will receive zero marks for that assessment task. Students will be required to re-attempt the assessment task in order to satisfy course outcomes.
- 4.3. ICT (Information and Communication Technology) issues are not a valid reason for non-submission of a task.
- 4.4. Written notification will be provided to parents/carers each time a zero is awarded for a task. A student will receive a N award warning letter and will be expected to re-sit the task

5. Non-Attendance at a test, exam, field study, practical test

- 5.1. If a student fails to attend an assessment task (examination, field study, practical task, presentation) the student's parent/carer must notify the school by telephone on the morning of the task, outlining the reason/s for non-attendance. A zero mark will be given, unless a note and/or medical certificate/medical evidence, providing reasons, is presented to the Deputy Principal on the first day back at school.
- 5.2. In exceptional circumstances, an estimate based on appropriate evidence will be used. This will occur when the completion of a substitute/alternate task is not feasible, is unreasonable, or where the missed task is difficult to duplicate.
- 5.3. If a student is late for a test, practical task or examination, no extra time will be provided except in extraordinary circumstances.
- 5.4. If no valid reason for non-attendance is given, a zero mark will be awarded.

6. Malpractice, plagiarism and cheating

NESA ACE Manual – 9022 - Honesty in HSC Assessment – the Standard

This standard sets out NESA's requirements for students submitting their own work in HSC assessments.

Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with this standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course.

NESA ACE Manual 9023 - Honesty in HSC assessment: what constitutes malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their Higher School Certificate results.

Malpractice is any activity that allows students to gain an unfair advantage over other students.

It includes but is not limited to:

- Copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- assisting another student to engage in malpractice

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills

- 6.1** If a student cheats during assessment tasks or examinations, home assignments, essays, projects or tests, a zero mark will be awarded.
- 6.2** If a student submits a prepared task that the teacher believes is not entirely the student's own work, a panel may be formed to investigate. The student may be required by the panel to reproduce the work under examination conditions. Failure to do so will result in a zero mark being awarded.
- 6.3** No mobile phones or smart watches are to be brought into the room during an assessment task or examination. If a phone rings or is seen during the task or exam, this will be regarded as an attempt to cheat and will result in a zero mark being awarded.
- 6.4** If a student submits a piece of work identical to that of another student, and is known to be the work of another student or has been shared by the creator of the task, both students may receive a mark of zero for the task.
- 6.5** In the above cases, a panel will be convened to investigate the malpractice. The panel will consist of the Deputy Principal and a Head Teacher and an appropriate consequence will be determined in line with the HSC assessment policy.
- 6.6** Plagiarism can be viewed as the product of poor preparation, research skills, and lack of confidence or many other variables. Opportunities for plagiarism have increased with access to the internet. Ultimately plagiarism is an act that can potentially provide an unfair advantage to a student in terms of other candidates in the same course.
- 6.7** Plagiarism is a form of malpractice and as such a zero will be awarded to any student who is guilty of actively plagiarising. Any incidence of plagiarism or malpractice will be reported to the NESA Statewide malpractice register.

NESA definition: Plagiarism is when you pretend that you have written or created a piece of work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.

Strategies to avoid Plagiarism

- Make sure you understand the set assessment task and sub-components of the task (Assessment task description, outcomes assessed, marking criteria and any specific rules for the task). If you are not clear of the requirements, ask your teacher and ensure you do this when the task is handed out, rather than leaving it too late to effectively complete the task.
- Plan your resources to thoroughly research the set task. Quality investigation takes time, organisation and management.

- Access only relevant material and a variety of resources if appropriate. If resources are suggested for the assignment/project then make sure that you understand these before other resources/references are considered.
- Acknowledge all sources i.e. books, journals, web pages, letters, films, interviews, lectures, newspapers, etc.
- Avoid excessive passages by another author, even where the sources are acknowledged. Find another form of words to show that you have thoughts about the material and understood it, stating clearly where you found your ideas.

7. Valid reasons for non-attendance, late submissions and lateness

- 7.1 Medical reasons (with appropriate documentation – medical certificate, medical evidence)
- 7.2 Non-medical Reasons: Approved leave - Approval by the Principal/Delegate.
- 7.3 These reasons may be various and include: funerals, urgent family travel, personal issues, school commitments, external examinations, specialist appointments, and representative sport.
- 7.4 The appropriate documentation must be submitted by the student. See appendix, Assessment Variation Form 1, Application for alternative assessment task/time and Assessment Variation Form 2, Consideration due to misadventure in an assessment task.
- 7.5 An alternate task, an extension of time or in exceptional circumstances an estimate for the task, may be issued. This will be determined by the Deputy Principal and Head Teacher.

8. Unapproved leave

- 8.1 From time to time parents request exemption from school for holidays/family commitments. Some of these occur during Examination and Assessment periods. This is of concern, particularly during Year 12.
- 8.2 Exemptions will not automatically be approved as per the following extracts from the DoE Attendance Policy:

6.1. Principals can decline to accept an explanation for an absence and record the absence as 'unjustified'. The parent should be advised that the explanation has not been accepted and a reason for the decision provided.

14.1. From the beginning of 2015, family holidays and travel are no longer considered under the Exemption from School -Procedures. Travel outside of vacation period is now counted as an absence for statistical purposes

Should parents still decide to take their children out of school for holiday purposes, the leave is not 'approved' and students will NOT be eligible for misadventure if an assessment task or examination is missed due to non-attendance at school. A zero mark will be recorded.

9. Invalid task or unreliable results

- 9.1. In the case that a task is deemed invalid or produces unreliable results, advice will be sought from NESAs and a determination decided upon by the appeals panel. The panel will consist of the Deputy Principal, a Head Teacher and may consist of a Year Advisor.
- 9.2. If a student, parent or teacher have concerns about the validity of reliability of a task, they can lodge an appeal in writing.

10. Appeals process

- 10.1 A student may appeal to the School Appeals Panel regarding procedures of the assessment process. The panel will consist of the Deputy Principal, Head Teacher and the Year Advisor to represent the student.
- 10.2 Such an appeal will not be considered without reasons stated in writing.
- 10.3 An Appeal cannot be made on the basis of a teacher's professional judgement and awarded mark

11. Illness or Misadventure Appeals

- 11.1 If the performance of a student is adversely affected by an illness or misadventure then the student may complete an Illness or Misadventure Appeal Form. Forms are available from the Deputy Principal.
- 11.2 For Illness or Misadventure appeals to be considered, students must notify the Head Teacher or Deputy Principal on the day of the task and all evidence associated with the appeal must be included (attached). If the appeal is successful, the performance of the student on the task in question will be reviewed by the Principal (or delegate) with respect to the student's performance on all other tasks that he/she has completed in the course. If the task result deviates significantly from the student's historical result pattern then the Principal may delete that mark and request an estimate.

12. ULTIMO RTO VET Vocational Education and training (VET) Courses

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 the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

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

NESA Board Developed VET courses are classified as Category B subjects and ONLY ONE may 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.

NESA Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

NESA Board Endorsed VET courses do 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 either mandatory or recommended industry specific work placement.

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) that will equip them in the workplace. Students who have successfully

achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based assessment materials are designed to ensure that each learner has achieved all the outcomes (skills and knowledge). Competency-based training is based on performance standards that have been set by industry. Students will receive documentation showing the 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 or 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 (common examples include a white card course, first aid certificate or a barista course), and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded.

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.

12. Non-Attendance and non-serious attempt of Mandatory VET Work Placement

Mandatory VET Work Placement consist of 35 hours in Year 11 and 35 hours in the Year 12. A student is expected to complete the indicated hours, in addition to satisfying course work requirements, to qualify for a VET Certificate.

If a student fails to attend compulsory work placement the student's parent/carer must notify the school by phone on the morning of the scheduled work placement, stating the reason for non-attendance.

The student must notify the Host Employer of their absence by phone or email before the workday begins. Attainment of the Higher School Certificate can be jeopardised if a note and medical certificate, giving supporting reasons is not provided to the Deputy Principal on the first day back at school.

An N-Award Warning letter will be issued for non-completion of work placement hours as indicated by NESGA guidelines. Students must satisfy all course work requirements and complete work placement hours to qualify for a VET Certificate.

If a valid reason is given for non-attendance, it is the student's responsibility to organise the completion of the missed hours with the Host Employer. If these hours cannot be completed with the Host Employer, the completion of the outstanding hours can be negotiated with the classroom teacher and the VET Coordinator.

If no valid reason is given for non-attendance and a non-serious attempt, it is the student's responsibility to organise their own work placement in the local area and make up the hours they have missed. This must be negotiated and coordinated with the classroom teacher and the VET Coordinator.

An N-Award Warning letter will be issued for non-completion of work placement hours as indicated by NESGA guidelines. Students must satisfy all course work requirements and complete work placement hours to qualify for a VET Certificate.

If a student has an Assessment Task due or a TSP commitment during their work placement, they are required to fill in an Assessment Variation Form 1 – Application for Alternate Time, prior to the commencement of work placement.

ASSESSMENT SCHEDULES

Year 11 Ancient History									
Subject Year 11 Ancient History 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings					Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understandin g of course content	Historical skills in the analysis and evaluation of sources and interpretation	Historical inquiry and research	Communicati on of historical understandin g in appropriate forms	Total Task Weighting	
2023	Task 1	Investigating History - Source Study	Term 1 Week 8	20	5		5	30%	AH11-7 AH11-10
2023	Task 2	Historical Investigation - Research and Report	Term 3 Weeks 7			20	10	30%	AH11-5 AH11-6 AH11-8 AH11-9
2023	Task 3	Yearly Examination	Term 3 Weeks 9-10	20	15		5	40%	AH11-1 AH11-6 AH11-7 AH11-9
Weighting Total				40	20	20	20	100%	

Scope and sequence of topics to be taught in Year 11 Ancient History:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Investigating Ancient History	Case Studies	Features of Ancient Societies

Ancient History Year 11 Outcomes to be assessed:

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

Year 11 Biology							
Subject Year 11 Biology 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Skills in working scientifically 60%	Knowledge and understanding 40%	Total Task Weighting	
2023	Task 1	Module 1 - Cells as the Basis of Life Practical Task	Term 1 Week 8	30		30%	BIO11-2 BIO11-3 BIO11-8
2023	Task 2	Module 3 – Biological Diversity Depth Study	Term 2 Week 9	20	10	30%	BIO11-1 BIO11-4 BIO11-5 BIO11-7 BIO11-10
2023	Task 3	Yearly Examination	Term 3 Week 9-10	10	30	40%	BIO11-6 BIO11-8 BIO11-9 BIO11-10 BIO11-11
Weighting Total				60	40	100%	

Scope and sequence of topics to be taught in Year 11 Biology:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Cells as the base of life	Organisation of living things and biological diversity	Ecosystem Dynamics

Biology Year 11 Outcomes to be assessed

A student,

BIO11-1 develops and evaluates questions and hypotheses for scientific investigation

BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information

BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

BIO11-5 analyses and evaluates primary and secondary data and information

BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

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

BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11-10 describes biological diversity by explaining in terms of specialization for selected habitats and evolution of species

y analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Year 11 Business Studies									
Subject Year 11 Business Studies 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings				Total Task Weighting	Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge & understanding of course content	Stimulus based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms		
2023	Task 1	Nature of Business - Business Research Task	Term 1 Week 10	10		15		25%	P2 P3 P6 P7
2023	Task 2	Business Management - Stimulus Skills Business Report	Term 2 Week 10	10	15		10	35%	P3 P5 P8 P9
2023	Task 3	All Topics - Yearly Exam	Term 3 Weeks 9-10	20	10		10	40%	P4 P8 P9 P10
Weighting Total				40	25	15	20	100%	

Scope and sequence of topics to be taught in Year 11 Business Studies:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Nature of Business	Business Management	Business Planning

Business Studies Year 11 Outcomes to be assessed:

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

Year 11 Chemistry							
Subject Year 11 Chemistry 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Skills in working scientifically 60%	Knowledge and understanding 40%	Total Task Weighting	
2023	Task 1	Module 1 - Properties and Structure of Matter Depth Study	Term 1 Week 9	20	10	30%	CH11-1 CH11-4 CH11-5 CH11-7 CH11-8
2023	Task 2	Module 2 - Introduction to Quantitative Chemistry Practical Task	Term 2 Week 10	30		30%	CH11-2 CH11-3 CH11-9
2023	Task 3	Yearly Examination	Term 3 Week 9-10	10	30	40%	CH11-6 CH11-8 CH11-9 CH11-10 CH11-11
Weighting Total				60	40	100%	

Scope and sequence of topics to be taught in Year 11 Chemistry:

Term 1, 2023	Term 2, 2023		Term 3, 2023
Properties of the structure of matter	Quantitative Chemistry	Chemical reactions	Drivers of chemical reactions

Chemistry Year 11 Outcomes to be assessed

A student,

CH11-1 develops and evaluates questions and hypotheses for scientific investigation

CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11-5 analyses and evaluates primary and secondary data and information

CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter

CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

CH11-11 analyses the energy considerations in the driving force for chemical reactions

Year 11 Community and Family Studies							
Subject Year 11 CAFS 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Skills in critical thinking, research methodology, analysing and communicating	Total Task Weighting	
2023	Task 1	Case Study/Report Resource Management Analysis –written task and topic test	Term 1 Week 9	10	20	30%	P1.1 P1.2 P3.2
2023	Task 2	Conduct & Analyse an Observation Leadership	Term 2 Week 9	10	20	30%	P2.1 P2.3 P4.1 P4.2
2023	Task 3	Yearly Examination	Term 3 Week 9-10	20	20	40%	P1.1–P6.2
Weighting Total				40	60	100%	

Scope and sequence of topics to be taught in Year 11 Community and Family Studies:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Resource Management	Individuals and Groups	Families and Communities

Community and Family Studies Year 11 Outcomes to be assessed

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 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 decision-making

Year 11 Dance

Subject Year 11 Dance 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings				Syllabus outcomes Which course outcomes will be assessed in the task?
				Core Performance	Core Composition	Core Appreciation	Total Task Weighting	
2023	Task 1	Performance Presentation of movement and body skills including interview and in-depth study.	Term 1 Week 10	25			25%	P1.1 P1.2 P1.3 P2.1 P2.3 P2.4 P2.5
2023	Task 2	Composition Creation of composition and critical analysis Core Appreciation One extended response, prescribed artists and their works	Term 2 Weeks 9/10		30	10	40%	P1.1 P1.2 P1.3 P3.1 P3.2 P3.3 P3.4 P3.6 P4.4
2023	Task 3	Performance Presentation of work in progress Appreciation Presentation of work in progress	Term 3 Week 10	15		20	35%	P1.1 P1.2 P1.3 P2.1 P2.2 P2.4 P2.5 P4.1 P4.2 P4.4
Weighting Total				40	30	30	100	

Scope and sequence of topics to be taught in Year 11 Dance:

Term 1, 2023	Term 2, 2023	Term 3, 2023
<p>Core Performance: Body skills, sequencing, safe dance practice, elements of dance, performance quality and anatomical structure.</p> <p>Core Composition: Generating movement as it relates to dance composition (stimulus, ideas, concept/intent, improvisation process), organising the movement as it relates to dance composition, elements of dance and organising movement.</p> <p>Core Appreciation: Dance history and analysing dance</p>	<p>Core Performance: Body skills, sequencing, safe dance practice, elements of dance, performance quality and anatomical structure.</p> <p>Core Composition: Generating movement relevant to a concept/intent, organising the movement as it relates to dance composition, elements of dance, organising movement and organising the dance</p> <p>Core Appreciation: Analysing dance</p>	<p>Core Performance: Body skills, sequencing, safe dance practice, elements of dance, performance quality and anatomical structure.</p> <p>Core Composition: Generating movement relevant to a concept/intent, organising the movement as it relates to dance composition, elements of dance, organising movement and organising the dance</p> <p>Core Appreciation: Analysing dance</p>

Dance Year 11 Outcomes to be assessed:

A student,

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

P1.2 understands the use of dance terminology relevant to the study of dance as an art form

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

P1.4 values the diversity of dance as an art form and its inherent expressive qualities

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

P2.2 identifies the body's capabilities and limitations

P2.3 recognizes the importance of the application of safe dance practice

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

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

P2.6 values self-discipline, commitment and consistency in technical skills and performance.

P3.1 identifies the elements of dance composition

P3.2 understands the compositional process

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

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

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

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

P3.7 values their own and others' dance activities as worthwhile.

P4.1 understands the socio historic context in which dance exists

P4.2 develops knowledge to critically appraise and evaluate dance

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

P4.4 develops skills in critical appraisal and evaluation

P4.5 values the diversity of dance from national and international perspectives.

Year 11 Engineering Studies							
Subject Year 11 Engineering Studies 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Knowledge and skills in research, problem solving & communication related to engineering practice	Total Task Weighting	
2023	Task 1	Engineering Application Module 1 Engineering Fundamentals	Term 1 Week 8	10	10	20	P1.2 P1.3 P3.2 P3.3 P4.1 P4.3 P5.2 P6.1 P6.2
2023	Task 2	Engineering Application Module 2 Engineered Products	Term 2 Week 6	10	10	20	P1.2 P3.1 P3.2 P3.3 P4.1 P4.3 P5.1 P2.1 P4.2
2023	Task 3	Engineering Application Module 3 Braking Systems	Term 3 Week 4	10	20	30	P2.1 P3.2 P3.3 P5.1 P5.2 P6.1 P6.2
2023	Task 4	Yearly Examination	Term 3 Weeks 9-10	40	0	40%	P2.2 P3.1 P3.3 P4.1 P4.2
Weighting Total				60	40	100	

Scope and sequence of topics to be taught in Year 11 Engineering Studies:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Engineering Fundamentals		Braking Systems

Engineering Studies Year 11 Outcomes to be assessed:

A Student,

- 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
- 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

Year 11 English Advanced							
Subject Year 11 English Advanced 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	Total task weighting	
2023	Task 1	Reading to Write Imaginative, persuasive or discursive response and reflection	Term 1 Week 9	15	15	30%	EA11-1 EA11-3 EA11-5 EA11-9
2023	Task 2	Narratives that Shape Our World Multimodal presentation	Term 2 Week 7	15	15	30%	EA11-2 EA11-6 EA11-7 EA11-8
2023	Task 3	Critical Study of Literature and Reading to Write Yearly exam	Term 3 Week 9-10	20	20	40%	EA11-1 EA11-3 EA11-4 EA11-5
Weighting Total				50	50	100%	

Scope and sequence of topics to be taught in Year 11 English Advanced:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Reading to Write	Narratives that shape our world	Critical Study of Literature

English Advanced Year 11 Outcomes to be assessed:

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

Year 11 English Standard							
Subject Year 11 English Standard 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	Total task weighting	
2023	Task 1	Reading to Write Imaginative, persuasive or discursive response and reflection	Term 1 Week 9	15	15	30%	EN11-1 EN11-3 EN11-5 EN11-9
2023	Task 2	Contemporary Possibilities Multimodal presentation	Term 2 Week 7	15	15	30%	EN11-2 EN11-6 EN11-7 EN11-8
2023	Task 3	Close of Study of Literature And Reading to Write Yearly Examination	Term 3 Week 9-10	20	20	40%	EN11-1 EN11-3 EN11-4 EN11-5
Weighting Total				50	50	100%	

Scope and sequence of topics to be taught in Year 11 English Standard:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Reading to Write	Contemporary Possibilities	Close study of Literature

English Standard Year 11 Outcomes to be assessed:

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

Year 11 Food Technology								
Subject Year 11 Food Technology 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings				Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Knowledge and skills in designing, researching, analysing and evaluating	Skills in experimenting with preparing food by applying theoretical concepts	Total task Weighting	
2023	Task 1	Nutrition Research & Practical	Term 1 Weeks 8-9	10	5	10	25%	P2.1 P3.1 P3.2 P4.1 P4.3 P5.1
2023	Task 2	Food Quality Report & Practical	Term 2 Weeks 9-10		15	20	35%	P2.2 P3.2 P4.1 P4.2 P4.4 P5.1
2023	Task 3	Yearly Examination	Term 3 Weeks 9-10	30	10		40%	P1.1 P1.2 P2.2 P4.4 P5.1
Weighting Total				40	30	30	100%	

Scope and sequence of topics to be taught in Year 11 Food Technology:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Nutrition	Food Quality	Food Availability and Selection

Food Technology Year 11 Outcomes to be assessed:

A student,

- P 1.1** identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P 1.2** accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P 2.1** explains the role of food nutrients in human nutrition
- P 2.2** identifies and explains the sensory characteristics and functional properties of food
- P 3.1** assesses the nutrient value of meals/diets for particular individuals and groups
- P 3.2** presents ideas in written, graphic and oral form using computer software where appropriate.
- P4.1** selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2** plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3** selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4** applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P 5.1** generates ideas and develops solutions to a range of food situations

Year 11 Geography

Subject Year 11 Geography 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings					Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Geographical tools and skills	Geographical inquiry and research, including fieldwork	Communicati on of geographical information, ideas and issues in appropriate forms	Total Task Weighting	
2023	Task 1	Biophysical Interaction Skills/Topic test	Term 1 Week 11	15	15		5	35%	P1 P2 P3 P6 P8 P10 P12
2023	Task 2	Global Challenges Research Task	Term 2 Week 8	10		10	5	25%	P4 P5 P8 P9 P11 P12
2023	Task 3	Senior Geography Project	Term 3 Weeks 6	15	5	10	10	40%	P7 P8 P9 P10 P11 P12
Weighting Total				40	20	20	20	100	

Scope and sequence of topics to be taught in Year 11 Geography:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Biophysical Interactions	Global Challenges	Senior Geography Project (SGP)

Geography Year 11 Outcomes to be assessed:

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.

Year 11 Industrial Technology Timber and Furniture Products

Subject Year 11 Industrial Technology – Timber & Furniture Products 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	Knowledge, skills, understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes/ techniques through the design and production of a quality Major Project.	Total Task weighting	
2023	Task 1	Industry Study	Term 1 Week 9	10	20	30%	P 3.1 P3.2 P3.3 P5.1 P5.2
2023	Task 2	Project & Portfolio	Term 2 Week 10	10	30	40%	P 3.1 P3.2 P3.3 P5.1 P5.2
2023	Task 3	Yearly Examination	Term 3 Week 9-10	20	10	30%	P1.1 P1.2 P2.1 P4.1 P4.2 P4.3 P6.1 P6.2 P7.1
Weighting Total				40	60	100%	

Scope and sequence of topics to be taught in Year 11 Industrial Technology:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Workshop safety and management Industry Study	Design management, communication and production – Hallway table	Design, management, communication and production – Hallway table

Industrial Technology Year 11 Outcomes to be assessed:

A student:

- P1.1** describes the organisation and management of an individual business within the focus area industry
- P2.1** identifies design and production processes in domestic, community, industrial and commercial settings
- 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 contro
- 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

Year 11 Investigating Science							
Subject Year 11 Investigating Science 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	Knowledge, skills, understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes/ techniques through the design and production of a quality Major Project.	Total Task weighting	
2023	Task 1	Module 1 – Cause and Effect Observing Practical Task	Term 1 Week 8	30		30%	INS11-2 INS11-3 INS11-8
2023	Task 2	Module 3 – Cause and effect Depth Study	Term 3 Week 1	20	10	30%	INS11-1 INS11-5 INS11-6 INS11-7 INS11-10
2023	Task 3	Yearly Examination	Term 3 Week 9-10	10	30	40%	INS11-4 INS11-8 INS11-9 INS11-10 INS11-11
Weighting Total				60	40	100%	

Scope and sequence of topics to be taught in Year 11 Investigating Science:

Term 1, 2023	Term 2, 2023	Term 3, 2023
M1 – Cause and effect observing	M2 – Cause and effect – inferences and generalisations M3- Scientific models	M4- Theories and Laws

Investigating Science Year 11 Outcomes to be assessed:

A student:

INS11-1 develops and evaluates questions and hypotheses for scientific investigation

INS11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS11-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11-5 analyses and evaluates primary and secondary data and information

INS11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations

INS11-9 examines the use of inferences and generalisations in scientific investigations

INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

INS11-11 describes and assesses how scientific explanations, laws and theories have developed

Year 11 Legal Studies									
Subject Year 11 Legal Studies 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings					Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understandi ng of course content	Analysis and evaluation	Inquiry and research	Communicati on of legal information, issues and ideas in appropriate forms	Total Task Weighting	
2023	Task 1	The Legal System - Topic Test	Term 1 Week 9	10	5		10	25%	P1 P2 P3 P4 P6
2023	Task 2	The Individual and Law Reform - Research -based task and presentation	Term 2 Week 8	5	15	10	5	35%	P1 P4 P6 P7 P8 P9
2023	Task 3	All Topics - Yearly Exam	Term 3 Weeks 9-10	25		10	5	40%	P1 P2 P3 P4 P5 P6 P7 P9 P10
Weighting Total				40	20	20	20	100%	

Scope and sequence of topics to be taught in Year 11 Legal Studies:

Term 1, 2023	Term 2, 2023	Term 3, 2023
The Legal System	The Individual and the Law	Law in Practice

Legal Studies Year 11 Outcomes to be assessed:

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

Year 11 Mathematics Extension 1							
Subject Year 11 Mathematics Extension 1 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date Due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Understanding, fluency and communication	Problem solving, reasoning & justification	Total task weighting	
2023	Task 1	Examination (Limited Scope) Topics	Term 1 Week 9	17.5	17.5	35%	ME11-1 ME11-2 ME11-6 ME11-7
2023	Task 2	Investigative Task	Term 2 Week 8	12.5	12.5	25%	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7
2023	Task 3	Yearly Examination	Term 3 Weeks 9-10	20	20	40%	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7
Weighting Total				50	50	100%	

Scope and sequence of topics to be taught in Year 11 Mathematics Extension 1:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Functions	Combinatorics, Calculus, Functions	Functions, Trigonometric Functions, Calculus

Mathematics Extension 1 Year 11 Outcomes to be assessed:

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

Year 11 Mathematics Advanced							
Subject Year 11 Mathematics Advanced 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date Due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Understanding, fluency and communication	Problem solving, reasoning & justification	Task total weighting	
2023	Task 1	Examination (Limited Scope) MA-F1	Term 1 Week 9	17.5	17.5	35%	MA11-1 MA11-2 MA11-8 MA11-9
2023	Task 2	Investigative Task MA-C1, MA-F1, MA-T1	Term 2 Week 8	12.5	12.5	25%	MA11-1 MA11-2 MA11-3 MA11-5 MA11-8 MA11-9
2023	Task 3	Yearly Examination MA-F1, MA-E1, MA-C1, MA-T1, MA-T2, MA-S1	Term 3 Weeks 9-10	20	20	40%	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9
Weighting Total				50	50	100%	

Scope and sequence of topics to be taught in Year 11 Mathematics Advanced:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Functions	Calculus and Trigonometric Functions	Statistics, Exponential and Logarithmic Functions

Mathematics Advanced Year 11 Outcomes to be assessed:

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 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

Year 11 Mathematics Standard							
Subject Year 11 Mathematics Standard 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date Due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Understanding, fluency and communication	Problem solving, reasoning & justification	Total task weighting	
2023	Task 1	Examination (Limited Scope)	Term 1 Week 9	17.5	17.5	35%	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-9 MS11-10
2023	Task 2	Investigative Task	Term 2 Week 8	12.5	12.5	25%	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10
2023	Task 3	Yearly Examination	Term 3 Weeks 9-10	20	20	40%	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10
Weighting Total				50	50	100%	

Scope and sequence of topics to be taught in Year 11 Mathematics Standard:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Financial mathematics, Measurement, Algebra, Statistical Analysis	Measurement, Financial Mathematics, Statistical Analysis	Measurement, Financial Mathematics, Statistical Analysis

Mathematics Standard Year 11 Outcomes to be assessed:

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 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

Year 11 Modern Greek

Subject Year 11 Modern Greek Beginners 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings					Syllabus outcomes Which course outcomes will be assessed in the task?
				Listening	Reading	Speaking	Writing	Task total weighting	
2023	Task 1	Introducing myself my family and pet/s.	Term 1 Week 10	10	10	10	10	40%	1.1 1.2 2.1 2.3 3.1 3.2
2023	Task 2	Description of homes, neighbourhoods and friends.	Term 2 Week 9	10	10			20%	2.4 2.6
2023	Task 3	Yearly Examination	Term 3 Week 9-10	10	10	10	10	40%	1.3 1.4 2.2 2.5 3.3 3.4
Weighting Total				30	30	20	20	100%	

Scope and sequence of topics to be taught in Year 11 Modern Greek (Beginners):

Term 1, 2023	Term 2, 2023	Term 3, 2023
Self-introduction, Family & Pets	House, Neighbourhood and Friends	Hobbies/interests, Health & fitness, Making plans

Modern Greek (Beginners) Year 11 Outcomes to be assessed:

A student,

Interacting

- 1.1** establishes and maintains communication in Modern Greek
- 1.2** manipulates linguistic structures to express ideas effectively in Modern Greek
- 1.3** sequences ideas and information
- 1.4** applies knowledge of the culture of Greek-speaking communities to interact appropriately

Understanding Texts

- 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 Greek-speaking communities in texts

Producing 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 Modern Greek
- 3.4** applies knowledge of the culture of Greek-speaking communities to the production of texts

Year 11 Modern History									
Subject Year 11 Modern History 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings				Total Task Weighting	Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understandin g of course content	Historical skills in the analysis and evaluation of sources and interpretation	Historical inquiry and research	Communicati on of historical understandin g in appropriate forms		
2023	Task 1	Investigating History - Oral Task	Term 1 Week 9	20	5		5	30%	MH 11.6 MH11.7 MH11.9 MH11.10
2023	Task 2	Historical Investigation - Research and Report	Term 2 Weeks 10		5	15	10	30%	MH 11.2 MH11.3 MH11.5 MH11.9
2023	Task 3	Yearly Examination	Term 3 Weeks 9-10	20	10	5	5	40%	MH11.1 MH11.3 MH11.5 MH11.9
Weighting Total				40	20	20	20	100%	

Scope and sequence of topics to be taught in Year 11 Modern History:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Investigating and Representing Histories	Meiji Restoration	The Romanovs

Modern History Outcomes to be assessed:

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

Year 11 Music									
Subject Year 11 Music 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings					Syllabus outcomes Which course outcomes will be assessed in the task?
				Performance	Composition	Musicology	Aural	Total Task weighting	
2023	Task 1	Musicology Research/ Aural Musicological research of stylistic features with detailed analysis of one aural excerpt within the focus area of the chosen topic.	Term 1 Week 9			20	10	30%	P2 P4 P5 P6 P7 P8 P11
2023	Task 2	Composition Portfolio Submission of composition portfolio with three compositional activities and three related listening excerpts reflecting	Term 2 Week 9		25		10	35%	P2 P3 P5 P8 P11
2023	Task 3	Performance and Viva Voce Ensemble performance and in class viva voce using performance repertoire	Term 3 Weeks 9-10	25		5	5	35%	P1 P2 P5 P6 P8 P9 P10 P11
Weighting Total				25	25	25	25	100%	

Scope and sequence of topics to be taught in Year 11 Music:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Music for radio, film, television and multimedia	Jazz	Music for small ensembles

Music Year 11 Outcomes to be assessed:

A student,

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

Year 11 PDHPE

Subject Year 11 PDHPE 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date Due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating	Total task weighting	
2023	Task 1	Core 1 – Better Health for Individuals Research and in class written report	Term 1 Week 8-9	15	20	35%	P1 P2 P3 P4 P6
2023	Task 2	Core 2 – Body in Motion In class response questions	Term 2 Week 9	15	20	35%	P7 P8 P9 P10 P11
2023	Task 3	Yearly Examination (Core 1, Core 2 and studied options)	Term 3 Week 9-10	10	20	30%	P1 – P11 P12 P15 P16 P17
Weighting Total				40	60	100%	

Scope and sequence of topics to be taught in Year 11 PDHPE:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Core: Better health for individuals	Core 2- Body in Motion	Options - First Aid and Fitness Choices

PDHPE Year 11 Outcomes to be assessed:

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 (Option 1)

P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)

P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)

P15 forms opinions about health-promoting actions based on a critical examination of relevant information

P16 uses a range of sources to draw conclusions about health and physical activity concepts

P17 analyses factors influencing movement and patterns of participation

Year 11 Physics							
Subject Year 11 Physics 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Skills in working scientifically 60%	Knowledge and understanding 40%	Total task weighting	
2023	Task 1	Module 2 Dynamics Depth Study	Term 1 Week 10	20	10	30%	PH11-1 PH11-4 PH11-5 PH11-7 PH11-9
2023	Task 2	Module 4 Waves and Thermodynamics Practical Task	Term 3 Week 6	30		30%	PH11-2 PH11-3 PH11-11
2023	Task 3	Yearly Examination	Term 3 Week 9-10	10	30	40%	PH11-6 PH11-8 PH11-9 PH11-10 PH11-11
Weighting Total				60	40	100%	

Scope and sequence of topics to be taught in Year 11 Physics:

Term 1, 2023		Term 2, 2023		Term 3, 2023	
Kinematics		Dynamics		Waves and thermodynamics	Electricity and magnetism

Physics Year 11 Outcomes to be assessed:

A student,

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

Year 11 Society and Culture								
Subject Year 11 Society and Culture 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings				Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communicatio n of information, ideas and issues in appropriate forms	Total Task Weighting	
2023	Task 1	The Social and Cultural World Written Task	Term 1 Week 9	10	5	5	20%	P1 P6 P9 P10
2023	Task 2	Personal and Social Identity Research Method Application and In-class Report	Term 2 Week 8	10	20	10	40%	P1 P2 P3 P5 P8 P10
2023	Task 3	All Topics Yearly Examination	Term 3 Weeks 9-10	30	5	5	40%	P1 P2 P3 P4 P6 P9 P10
Weighting Total				50	30	20	100%	

Scope and sequence of topics to be taught in Year 11 Society and Culture:

Term 1, 2023	Term 2, 2023	Term 3, 2023
The Social and Cultural World	Personal and Social Identity	Intercultural Communication

Society and Culture Year 11 Outcomes to be assessed:

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

Year 11 Sport, Lifestyle and Recreation							
Subject Year 11 SLR 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date Due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Knowledge and understanding of course content	Skills in critical thinking, research, analysis and communicating	Task total weighting	
2023	Task 1	Module 1: Aquatics Practical Assessment	Term 1 Week 8-9	20	15	35%	1.1 1.3 2.2 3.1 3.6 4.4 4.5
2023	Task 2	Module 10: Individual Games & Sport Applications Research Task	Term 2 Week 8	15	20	35%	1.1 1.3 2.1 3.1 3.2 4.1 4.4
2023	Task 3	Yearly Examination	Term 3 Weeks 9-10	15	15	30%	1.3 4.5 1.5 3.5 2.1 1.2 2.2
Weighting Total				50	50	100%	

Scope and sequence of topics to be taught in Year 11 SLR:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Module 1- Aquatics Module 9 - Healthy Lifestyle	Module 10- Individual games and sport applications	Module 5 - Fitness

Sport, Lifestyle and Recreation Year 11 Outcomes to be assessed:

A student,

- 1.1** applies the rules and conventions that relate to participation in a range of physical activities
- 1.2** explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3** demonstrates ways to enhance safety in physical activity
- 1.5** critically analyses the factors affecting lifestyle balance and their impact on health status
- 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
- 3.5** analyses personal health practices
- 3.6** assesses and responds appropriately to emergency care situations
- 4.1** plans strategies to achieve performance goal
- 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

Year 11 Visual Arts							
Subject Year 11 Visual Arts 2023	Task number	Module, topics, task type What topic will I be assessed on and how will I be assessed?	Date due When do I have to complete the task?	Components and Weightings			Syllabus outcomes Which course outcomes will be assessed in the task?
				Art making	Critical And Historical Study	Total task weighting	
2023	Task 1	Historical and Critical Studies Extended Essay Project	Term 1 Week 10		25	25%	P7 P8 P9 P10
2023	Task 2	Art making Body of Work & VAPD (Classwork Term 1 & 2)	Term 2 Week 10	50		50%	P1 P2 P3 P4 P5 P6
2023	Task 3	Yearly Examination	Term 3 Weeks 9-10		25	25%	P3 P8 P9 P10
Weighting Total				50	50	100%	

Scope and sequence of topics to be taught in Year 11 Visual Arts:

Term 1, 2023	Term 2, 2023	Term 3, 2023
Objects Frames, Conceptual Framework, Artist Practise	Identities Frames, Conceptual Framework, Artist Practise	Environments Frames, Conceptual Framework, Artist Practise

Visual Arts Year 11 Outcomes to be assessed:

A student,

P1 explores the conventions of practice in art making

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

Vocational Education and Training (VET) Courses

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 (NESA) 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 NESA.


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.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Only students who have a verified USI uploaded to Schools Online will be issued with a credential. Students must have completed all my own work.

It is mandatory to complete 35 hours Work Placement – Preliminary and 35 hours Work Placement HSC to attain an HSC credential in this course.

		PUBLIC SCHOOLS NSW ULTIMO RTO 90072 BUSINESS SERVICES ASSESSMENT SCHEDULE Preliminary Year 2023 - HSC 2024 QUALIFICATION: BSB30120 Certificate III in Business Training Package: BSB Business Services (Version 8)				NESACourse Code: 2 U X 2 YR - 26111 2023 HSC Exam: 26199 LMBR UI Code: BSB30120126111B	
TERM	UOC CODE	Unit of Competency	ACF Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 yrs
	BSBTEC201 BSBTEC202	Use business software applications Use digital technologies to communicate in the work environment	E E	M E	15 10	Cluster 1: Let's get tech savvy Direct observation, produce based method, questioning	35 hrs Work placement
Terms 1-2	BSBWHS311 BSBINS302	Assist with maintaining workplace safety Organise workplace information	C E	M E	20 20	Cluster 2: Organise business safety Direct observation, produce based method, questioning	20% Preliminary Exam
Terms 2-3	BSBXCM301 BSBOPS201	Engage in workplace communication Work effectively in business environments	C E	M E	15 25	Cluster 3: Working in industry Direct observation, produce based method, questioning	
Term 4	7 HSC UOCs						35 hrs Work placement
	BSBPEF201	Support personal wellbeing in the workplace	C	M	10	Cluster 4: Wellbeing Direct observation, produce based method, questioning	80% Trial HSC Exam
Terms 4-5	BSBPEF301 BSBTEC301	Organise personal work priorities Design and produce business documents	E E	M E	20 25	Cluster 5: Mastering document design Direct observation, produce based method, questioning	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Terms 5-6	BSBSUS211 BSBTWK301 BSBTEC303	Participate in sustainable work practices Use inclusive work practices Create electronic presentations	C C E	M M E	15 15 15	Cluster 6: Sharing is caring Direct observation, produce based method, questioning	
Term 7	BSBCRT311	Apply critical thinking skills in a team environment	C	M	20	Cluster 7: Thinking critically Direct observation, produce based method, questioning	
NESACourse Code: 2 U X 2 YR - 26111 2023 HSC Exam: 26199 LMBR UI Code: BSB30120126111B			Total hours 225		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

 PUBLIC SCHOOLS NSW ULTIMO RTO 90072 CONSTRUCTION CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2023 – HSC 2024							NESA course code 2 U X 2 YR - 26211 2022 HSC Exam: 26299 LMBR UI Code: CPC20220126211B or CPC20120126211B
QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) and Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Training Package: CPC08 - Construction, Plumbing and Services (Release 9.9)							
TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	6 PRELIMINARY UOCs						240 Indicative Hours over 2 years
	CPCCWHS1001	Prepare to work safely in the construction industry	CP-E	M		Cluster 1 – GIT (White Card)	
Term 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	CP-C	M	20	Cluster 2 – Work Safe Stay Safe	20% Preliminary Exam
Term 2	CPCCCM1001 CPCCCOM1015	Undertake basic estimation and costing Carry out measurements and calculations	CP-C CP-C	M M	35	Cluster 3 – Working it out	35 hrs. Work placement
Term 3	CPCCCOM2001 CPCCPOM1013	Read and interpret plans and specifications Plan and organise work	C-C CP-C	M M	35	Cluster 4 – Project Planning	
	11 HSC UOCs						35 hrs. Work placement
Terms 4/5 Option 1	CPCCBL20001 CPCCBL2002	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	CP-E C-E	E E	30	Cluster 5 – Brick and Blocklaying	80% Trial HSC Exam
Terms 4/5 Option 2	CPCCWF2002 CPCCCM2013	Use wall and floor tiling tools and equipment Undertake basic installation of wall tiles	CP-E C-E	E E	35	Cluster 5 – Wall and Floor Tiling	
Terms 4/5 Option 3	CPCCJN2001 CPCCJN3004	Assemble components Manufacture and assemble joinery components	CP C-E	E E	40	Cluster 5 – Joinery	
Terms 4/5/6/7	CPCCCA2002 CPCCCM2005 CPCCCA2011	Use carpentry tools and equipment Use construction tools and equipment Handle carpentry materials	CP-E C CP-E	E M E	50	Cluster 6 – Tools, Equipment and Materials	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Terms 5/6/7	CPCCVE1011 CPCCCOM1012	Undertake a basic construction project Work effectively and sustainably in the Construction Industry	C CP-C	M M	55	Cluster 7 – Major Project	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235-240 245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	


Education

PUBLIC SCHOOLS NSW ULTIMO RTO 90072
HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE
ASSESSMENT SCHEDULE

Preliminary Year 2023 - HSC 2024

QUALIFICATION: SIT20322 Certificate II in Hospitality (Release 1)
 Training Package: SIT – Tourism, Travel and Hospitality (Release 2.1)

NESA Course Code
 2 U X 2 YR – 26511
 2022 HSC Exam: 26589
 LMBR UI Code
 (11 OR 12) SIT20316126511B

The information may change in 2023 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.

Term	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: SITHIND003 Use hospitality skills effectively	240 Indicative Hours over 2 years
Term 1	SITXFSA005 SITXWHS005 SITHCCC025	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	15 15 20	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement 20% Prelim Yearly Exam
Term 2 & 3	SITHCCC024 BSBSUS211	Prepare and present simple dishes Participate in sustainable work practices	E E	E E	20 15	Cluster B: Sustainable Kitchen Practices Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB024 SITXCOM007	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity	E C	S E	15 10	Cluster C: Working Relationships Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
6 HSC UOCs							35 hrs Work placement
Term 4 – 6	SITXCCS011 SITHFAB025 SITHFAB027 SITHIND007	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	20 25 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence NOTE: person with THREE years' Industry Experience must be involved in assessment. *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	80% HSC Trial Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBTWK201 SITHIND006	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 250			<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	

NSW GOVERNMENT		PUBLIC SCHOOLS NSW ULTIMO RTO 90072					RETAIL SERVICES CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2023 - HSC 2024 QUALIFICATION: SIR30216 Certificate III in Retail (Release 4) Training Package: Retail Services (Release 7.0)		NESA course code 2 U X 2 YR - 26911 HSC Exam: 26999 LMBR UI Code: (11 OR 12) SIR30216126911B		
TERM	Unit Code	Units Of Competency	AQF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIV E Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements - Exam estimate mark & weighting to total 100%				
	7 PRELIMINARY UOCs										
Term 1	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain a store environment	C E	M E	15 10	Cluster A: Safety and Spotless Written task, online quiz, practical and teacher observation	240 Indicative Hours over 2 years				
Term 1-2	SIRXIND001 SIRXCOM002	Work effectively in a service environment Work effectively in a team	C C	M M	20 15	Cluster B: Working in the industry Research, self/peer assessment, simulation, presentation	35 hrs Work placement				
Term 2-3	SIRXCEG001 SIRXCEG002 SIRXCEG003	Engage the customer Assist with customer difficulties Build customer relationships and loyalty	C C C	M E E	20 20 20	Cluster C: Customer Service Teacher observation, written task, portfolio of evidence	20% Preliminary Exam				
	7 HSC UOCs										
Term 4-5	SIRXSLS001 SIRXSLS002 SIRXRSK001	Sell to the retail customer Follow point of sale procedures Identify and respond to security risks	C E C	M M M	15 15 15	Cluster D: Sales & Security Questioning, scenario, role play	35 hrs Work placement 80% Trial HSC Exam				
Term 5-6	SIRRMER001 SIRXPDK001	Produce visual merchandise displays Advise on products and services	E E	S S	20 20	Cluster E: Retail General Selling Scenario, direct observation of practical work, written questioning	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.				
Term 7	SIRRINV002 SIRRINV001	Control stock Receive and handle retail stock	E E	E E	20 15	Cluster F: Stock Control Written questioning, scenario, direct observation of practical work					
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 245			Units of competency from the HSC focus areas will be included in the optional HSC examination.					

Year 11 Assessment Calendar

TERM 1: 2023

Week	Course	Task	Weight %
8	Ancient History	Task 1: Source Study	30
8	Biology	Task 1: Practical task	30
8	Investigating Science	Task 1: Practical Task	30
8-9	Food Technology	Task1: Nutrition research and practical	25
8-9	PDHPE	Task 1: Core 1 : Research & written report	35
8-9	SLR	Task 1: Practical Assessment	35
9	Business Studies	Task 1: Research & Report	30
9	Community and Family Studies	Task 1: Report: Resource management analysis	30
9	Chemistry	Task 1: Depth Study	30
9	English Advanced	Task 1: Imaginative, persuasive or discursive response and reflection	30
9	English Standard	Task 1: Imaginative, persuasive or discursive response and reflection	30
9	Industrial Technology Timber	Task 1: Industry Study	30
9	Legal Studies	Task 1: Topic Test: Legal system	25
9	Modern History	Task 1: Oral task	30
9	Society and Culture	Task 1: Oral/Report Social & cultural world	20
9	Mathematics Extension 1	Task 1: Examination	35
9	Mathematics Advanced	Task 1: Examination	35
9	Mathematics Standard	Task 1: Examination	35
9	Music	Task 1: Musicology Research/Aural Topic 1	30
10	Dance	Task 1: Performance	25
10	Engineering Studies	Task 1:	30
10	Modern Greek	Task 1: Oral, Aural and writing task	40
10	Physics	Task 1: Depth Study	30
10	Visual Arts	Task 1: Extended Essay Project	25
11	Geography	Task 1: Topic Test	35

Year 11 Assessment Calendar

TERM 2: 2023

Week	Course	Task	Weight %
7	English Advanced	Task 2: Multimodal Presentation	30
7	English Standard	Task 2: Multimodal Presentation	30
8	Engineering Studies	Task 2: Engineering Solutions and Repairs	30
8	Geography	Task 2: Research Task	10
8	Legal Studies	Task 2: Research Based Task	35
8	Mathematics Extension 1	Task 2: Investigative Task	25
8	Mathematics Advanced	Task 2: Investigative Task	25
8	Mathematics Standard	Task 2: Investigative Task	25
8	Society and Culture	Task 2: Research project: Personal & Social Identity	40
8	SLR	Task 2: Research Task	35
9	Biology	Task 2: Depth study	30
9	Community and Family Studies	Task 2: Case Study & oral presentation	30
9	Modern Greek	Task 2: Aural Comprehension	20
9	Music	Task 2: Composition Portfolio Topic 2	35
9	PDHPE	Task 2: Core 2: In class response questions	35
9-10	Food Technology	Task 2: Food Quality report and practical	35
9-10	Dance	Task 2: Composition and Core Application	40
10	Business studies	Task 2: Stimulus Skills Task	30
10	Chemistry	Task 2: Practical Task	30
10	Industrial Technology Timber	Task 2: Project and Portfolio	40
10	Modern History	Task 2: Research & report: Historical Investigation	30
10	Visual Arts	Task 2: Art making body of work - Classwork	50

Year 11 Assessment Calendar
TERM 3: 2023

Week	Course	Task	Weight %
1	Investigating Science	Task:2: Depth Study	30
6	Geography	Task 3: Senior Geography Project	40
6	Physics	Task:2: Practical task	30
7	Ancient History	Task 2: Research & report: Historical Investigation	30
7	Dance	Task 2: Performance	35
9-10	Ancient History	Task 3: Yearly Examination	40
9-10	Biology	Task 3: Yearly Examination	40
9-10	Business Studies	Task 3: Yearly Examination	40
9-10	Chemistry	Task 3: Yearly Examination	40
9-10	Community and Family Studies	Task 3: Yearly Examination	40
9-10	Engineering Studies	Task 3: Yearly Examination	40
9-10	English Advanced	Task 3: Yearly Examination	40
9-10	English Standard	Task 3: Yearly Examination	40
9-10	Food Technology	Task 3: Yearly Examination	40
9-10	Industrial Technology Timber	Task 3: Yearly Examination	30
9-10	Investigative Science	Task 3: Yearly Examination	40
9-10	Legal Studies	Task 3: Yearly Examination	40
9-10	Mathematics Extension 1	Task 3: Yearly Examination	40
9-10	Mathematics Advanced	Task 3: Yearly Examination	40
9-10	Mathematics Standard	Task 3: Yearly Examination	40
9-10	Modern Greek	Task 3: Yearly Examination	40
9-10	Modern History	Task 3: Yearly Examination	40
9-10	Music	Task 3: Performance & Viva Voce Topic 3	35
9-10	PDHPE	Task 3: Yearly Examination	30
9-10	Physics	Task 3: Yearly Examination	40
9-10	Society and Culture	Task 3: Yearly Examination	40
9-10	SLR	Task 3: Yearly Examination	30
9-10	Visual Arts	Task 3: Yearly Examination	25



Endeavour Sports High School

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Monday, 13th September 2021

Dear Mr & Mrs [PARENT NAME]

OFFICIAL WARNING – Non-completion of a Preliminary Course

This letter is to advise that your daughter, [STUDENT NAME], is in danger of not meeting the requirements for satisfactory completion of the Preliminary course in [SUBJECT].

The NSW Education Standards Authority (NESA) requires schools to issue students who are in danger of not meeting course requirements with official warnings in order to give them the opportunity to correct the problem. A minimum of two course-specific warnings must be issued prior to a final non-completion of course determination being made.

This is the 1st official warning we have issued notifying you that [STUDENT NAME] is at risk of not completing the above course. Previous warning(s) have been sent to you.

Criteria for satisfactory completion of a course

For a student to satisfactorily complete a course, NESA requires the principal to have sufficient evidence that the student has:

- (a) followed the course developed or endorsed by NESA; and
- (b) applied herself 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 requirements, they place themselves at risk of receiving a determination of non-completion of course requirements. This will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if she has not satisfactorily completed the Preliminary Course.

[STUDENT NAME] is not currently meeting one or more of these requirements. In particular, she [DETAILS OF WORK/TASK THAT IS INCOMPLETE].

The following tasks or requirements need to be completed by [STUDENT NAME] to correct the problem.

Task Name/Course Requirement/Course Outcome	Date Task Initially Due	Action Required by Student	Date to be Completed by
	13/9/2021		12/10/2021

Action by parent/guardian

To support [STUDENT NAME] in meeting the course requirements, we request that you discuss this matter with her, and encourage and support her to carry out the required actions. If you have any questions about this matter, please contact Miss S SMITH.

Please complete the acknowledgement below and return it to the school. Please feel free to add additional comments if you wish.

Yours sincerely

Mrs Sarah Hawke

Miss SUSANNAH SMITH

Jocelyn Gooch - Deputy Principal



Assessment Variation Form 1

Application for alternative assessment task/time

Tasks are scheduled well ahead of time to give students the best opportunity to prepare for best performance.

Students unable to sit any one of these assessment tasks due to **illness** or **individual circumstances** must apply on this form for special consideration as outlined in the Assessment Guide issued to each student. Failure to comply may result in a zero mark for that assessment task:

Section to be completed by Parent/Carer

Student name:	Year:
Parent contact details – name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Reason for non-attendance: _____	

Certificate provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	

Section to be completed by Faculty Head Teacher

Comments and Recommendation:	

Signature:	Date:

Section to be completed by Deputy Principal

Comments and Recommendation:	

Signature:	Date:



Assessment Variation Form 2

Consideration due to misadventure in an assessment task

At the time of an assessment task or during the time leading up to it, events and conditions may arise which prevent students from performing to their present state of knowledge and preparation. Students who feel themselves disadvantaged by such situations or events may apply for special consideration in respect to their ranking in the relevant assessment tasks. All applications will be considered by a panel including the Student Adviser and the Deputy Principal.

Section to be completed by Parent/Carer	
Student name:	Year:
Parent contact details – name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Cause of misadventure: _____ _____ _____	
Supporting documentation provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	
_____ _____ _____	
Student Signature:	Date:
Parent signature:	Date:

Section to be completed panel	
Outcome and Recommendation:	
_____ _____ _____	
Deputy Principal’s Signature:	Date:



Assessment Variation Form 3

Assessment Appeal Form

Section to be completed by Parent/Carer

Student name:	Year:
Parent contact details – name:	Phone:
Subject:	Date of Task:
Type of Assessment Task:	
Appeal is lodged on the following grounds:	
Supporting documentation provided: YES <input type="checkbox"/> NO <input type="checkbox"/>	

Student Signature:	Date:
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Parent signature:	Date:
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Section to be completed by Deputy Principal

Recommendation:

Deputy Principal's Signature:	Date:
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Year 11 Study and Assessment Planner			
	TERM 1 2023	TERM 2 2023	TERM 3 2023
Week 1			
Week 2			
Week 3			
Week 4			
Week 5			
Week 6			
Week 7			
Week 8			
Week 9			
Week 10			