



# Year 11

APCS Curriculum and Assessment Booklet - 2024



Alexandria Park Community School is on Cadigal Land

# APCS Curriculum and Assessment Booklet - 2024 - Year 11

This booklet provides information to students and parents about the Year 10 teaching, learning and assessment programs at APCS.

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## Satisfactory Completion of Year 11

Students must follow NSW Standards Education Authority (NESA) course requirements and show they have:

- followed the course;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes. (online NESA ACE manual)

To satisfactorily complete a Year 11 course, students must follow NESA course requirements (see above) and:

- Have gained the Record of School Achievement (RoSA) or equivalent.
- Have attended 90% of the available school days.
- Have completed HSC: All My Own Work on the NESA website.
- Complete all the requirements of the course (including VET work placement) such as classwork, homework, examinations and assessment tasks.
- Make a serious attempt at assessment tasks and examinations, which contribute to more than 50% of available school assessment marks.
- Complete a pattern of study requirement.

## Examination Rules and Expectations

At APCS examinations follow the same rules and expectations that apply in the Higher School Certificate along with some rules specific to APCS.

Closer to your school-based examination you will be issued with these rules in writing, along with your examination timetable.

APCS rules include the following:

**FULL SCHOOL UNIFORM IS REQUIRED TO BE WORN DURING ALL EXAMINATIONS, INCLUDING THE HSC.**

## Vocational Education And Training (VET) Courses

- Students do not receive an assessment mark for VET courses.
- Students may elect to undertake the optional written HSC examination.
- Work placement is a mandatory HSC requirement of each VET course.
- For each course, a minimum number of 35 hours per year are required in the workplace.

## APCS Policies and Procedures

The policies and procedures at APCS follow those advised by NESA. School based assessment tasks.

You will be given at least two weeks written notice for a formal assessment task. You will sign for this notification which will explain:

- The type of task (e.g. in-class, submitted, performance, practical).
- The timing of the task or the time and date due.
- The weighting of the task (e.g. 20%).
- The outcomes being assessed.
- The assessment criteria.
- Instructions for submission. In school examinations, you must follow the same procedures as outlined by the requirements of NESA for all examinations.

### How Can Parents/Carers Help at Home?

- Provide an uncluttered, quiet study area free from distractions.
- Designate structured weekly study times, including time for preparation of study notes.
- Plan for rest and relaxation time, including 8 hours of undisturbed sleep each night.
- Provide reliable internet access in a public space.
- Provide a personal assessment and homework diary.
- Make a family calendar to record task schedules and study time.

### Awarding Grades

All assessment activity that a student completes provides information about a student's progress, so when a teacher determines a student's grade, they may take into account both formal assessment tasks and informal assessment for learning activities. This occurs in the Stage 4, Stage 5 and Preliminary Stage 6 (Year 11) courses. Teachers award grades according to the relevant NSW Educational Standards Authority (NESA) Syllabus Course Performance Descriptors and Common Grade Scale. Classroom teachers will use their professional judgement to make a final determination of the student's grade.

### Assessment Schedules

An assessment schedule for each subject is provided to students in the Assessment Booklet, containing an outline of all assessment tasks for that year, the weightings of tasks, assessed outcomes and estimated timing within the school calendar.

Students should expect between 2 and 4 formal assessment tasks for each subject. The tasks will form the basis for the reports issued at the end of each semester and therefore they will be designed to assess a range of syllabus outcomes and course content that has been taught in class.

Assessment tasks are compulsory for all students, excluding those completing Life Skill courses. All tasks are important and regardless of the weighting for an individual task, students should do their best to meet the criteria of the task rather than allocate effort based on the weighting.



# Assessment Tasks

## 1.1 WRITTEN NOTIFICATION OF ASSESSMENT TASKS

A written notification will be issued for each assessment task (including exams) typically at least two weeks prior to the submission date. Exam notifications will include the topics being assessed, components of the exam, mark range and weighting. It is the student's responsibility to seek the assessment task notification if they are absent when the notification is issued as the assessment task schedule booklet is deemed the first notification.

## 1.2 SUBMISSION OF ASSESSMENT TASKS

Assessment task submission is to occur before 9:00 am on the due date (excluding in class tasks), this includes all material for speeches and oral presentations. Students should ensure that their name is on each page or item of the submitted task. If a student cannot attend school on the day a task is due, then it is acceptable that a friend or relative submit the task on their behalf to the front office before 9:00 am.

Major works and practical assessment submission times will be at the discretion of the Head Teacher and will be printed on the assessment task notification along with details of submission. Each faculty is responsible for coordinating the process of collecting tasks to ensure accurate recording/ receipting of the time and date that the student submits the task.

Students must complete all tasks to the best of their ability or may be subject to the 'N' Determination process.



Electronic/digital submission will be coordinated by the Head Teacher of the subject. Requirements for digital submission will be clearly stated on the assessment task notification sheet. Ideally, digital submission should be in an appropriate format as directed on the assessment notification.

## 1.3 FORMAL EXAMINATIONS AND IN CLASS TASKS



All in class assessment tasks and formal examinations will be completed on the designated day and time. Attendance in each lesson prior to the class task or formal examination is required on the day a task is due. Failure to do this will result in a penalty. In special circumstances where a student cannot attend all lessons on the day, special consideration may be requested by submitting a Missed/Late/Illness/Misadventure application. Examinations will NOT be rescheduled for unapproved leave such as vacations.

## 1.4 TECHNOLOGY AND ASSESSMENTS

Technology failure is not a valid reason for failure to submit an assessment task on time.

Students should:

- Continually backup all work on the hard drive of your computer and on an external portable storage media (such as a USB drive).
- You might also consider emailing it to yourself.
- Tasks which are to be submitted electronically should be checked well before the due date to ensure that data can be accessed at school.
- Check the compatibility of your home software with the school's technology.
- Save a copy of the final version of your task to an email address that can be accessed at school (such as your student.fantastic@education.nsw.gov.au email account), as well as bringing it to school on external portable storage media.

A student presenting work produced via computer or submitting work online who experiences computer/technology difficulties or printer failure must follow these procedures by applying for misadventure on the date the task was due by:

- Completing a misadventure form (from the secondary Deputy Principal or Head Teacher of that course);
- Presenting it to the Head Teacher of that subject before school along with documentary evidence, such as a note from home;
- Submitting any saved work on a USB drive; and
- Submitting any hard copies of drafts, rough notes, USB.

If a student chooses or is required to prepare and produce work with the use of technology, it is their responsibility to ensure backups and hard copies are made well in advance of the due date of the assessment task. Program and software compatibility are also potential problems and need to be considered in advance. Malfunctions of computer technology, even theft, without evidence of 'work in progress' are NOT valid reasons for the late submission of an assessment task.



## 1.5 THE ASSESSMENT PROGRAM FOR LIFE SKILLS COURSES

Students studying Life Skills courses will follow a different assessment program. Each student accessing Life Skills outcomes and content will be assessed on their achievement of the selected outcomes. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement and can occur in a range of situations or environments such as the school and wider community. Evidence of achievement can be based on:

- Assessment as learning (where students monitor and reflect on their own learning).
- Assessment for learning (such as observation during teaching and learning or work samples).
- Assessment of learning (assessment activities specifically designed to assess achievement at particular points).

## 1.6 EXTENSION/ILLNESS/LATE/MISSED/MISADVENTURE

In special circumstances where a student is unable to complete or submit the task by the due date then special consideration may be sought in writing from the Head Teacher using the Extension/Illness/Late/Missed/Misadventure application form.

This form must be lodged with the Head Teacher or relieving Head Teacher. If the task is submitted after the due date and time and a student has not submitted the appropriate documentation, then the appropriate penalty will apply.

### 1.6A - Extension:

Extensions of time are generally only given in special circumstances. These include, but are not limited to, unexpected illness (evidenced by a Doctor's Certificate) that extends for a significant period of time prior to the due date.

If a student requires an extension for a relevant reason, they must complete the Extension/Illness/Late/Missed/Misadventure application form and submit before the due date (best practice is five days prior) to allow sufficient time for the application to be processed. The decision will be recorded in writing on the application form and communicated to the student.

- **1.6A.1** - Unapproved leave such as family vacations are NOT considered approved reasons.
- **1.6A.2** - DoE Accredited Elite Sports Programs include national and international sports organisations which run camps for athletes, and national sports squads in which students have been selected to participate are considered approved reasons.
- **1.6A.3** - Talent identification programs run by the New South Wales Department of Sport and Recreation and DoE Elite Arts (defined as an opportunity for a student to participate in an event or program that is beyond the gifted and talented opportunities that DoE offers) are considered approved reasons.

If a student has prior knowledge of a circumstance that will impact on their ability to submit a task on the due date or attend an in-class task, test or examination, they must request an Extension Application Form from the Deputy Principal or Head Teacher or access it on the APCS website. This form should be submitted to the faculty Head Teacher at least five school days BEFORE the assessment task due

### 1.6B - Illness or Injury:

Illness or injury means you are too sick to attend school. If a student is ill and cannot attend on the day of the task or date a task is due, an Extension/Illness/Late/Missed/Misadventure application form (found in this booklet) should be completed with the appropriate parental/carer note.

This must be submitted on the first day back after illness to the relevant classroom teacher.

An extension of time may be granted, a mark may be awarded based on a substitute task or a rank equivalency may be used, at the discretion of the Head Teacher.

If a student becomes ill immediately prior or during the assessment task, which significantly diminished their task performance they should inform the teacher and lodge an extension form (found in this booklet).

Alexandria Park Community School

**Illness or Misadventure Application Form**

Name: \_\_\_\_\_ Task Due Date: \_\_\_\_\_ Task number: \_\_\_\_\_  
 KLA/Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_ Weighting: \_\_\_\_\_ %

**Task Description:**  
 In-class task  Examination  
 Oral Presentation  Other \_\_\_\_\_

**Reason for Appeal:**  
 Illness  Process  
 Misadventure  Other \_\_\_\_\_

Were Disability Provisions provided for this assessment task? Yes/ No  
 If yes, what were they? \_\_\_\_\_  
 Details for appeal: (attach supporting documentation) \_\_\_\_\_

Confidential: Principal (or nominee) to contact. Provide phone number: \_\_\_\_\_  
 Signatures: Student \_\_\_\_\_ Parent/Carer: \_\_\_\_\_ Date: \_\_\_\_\_

Upheld	Dismissed
<input type="checkbox"/> Estimate to be given, ranking to be maintained.	<input type="checkbox"/> Zero marks to be awarded to completed task.
<input type="checkbox"/> Alternative task to be set, rank to be maintained.	<input type="checkbox"/> Marks to count.
<input type="checkbox"/> Alternative task to be completed, rank can improve.	<input type="checkbox"/> Marks to be deducted.
<input type="checkbox"/> Task to be completed.	<input type="checkbox"/> Task to be completed, ranking cannot improve.
<input type="checkbox"/> Marks to be revisited.	<input type="checkbox"/> Other _____
<input type="checkbox"/> Other _____	

Comment: \_\_\_\_\_  
 HT Signature: \_\_\_\_\_

Complete the form to this point and submit form to the Deputy Principal: Date Received \_\_\_\_\_ Sign \_\_\_\_\_

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APPEALS COMMITTEE USE ONLY

Upheld  Dismissed

Comment: \_\_\_\_\_  
 DP Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Checklist:  
 Medical certificate and/or supporting documentation is attached.  
 Submission is within timeframe outlined in the Assessment Guidelines.  
 Communication of appeal and outcomes of appeal to HTs/teaching staff via email.  
 Communication of outcomes of appeal to student and parent.  
 Details of appeal and outcomes of appeal recorded in Sectoral.  
 Committee discussed the appeal with HT/s.



### **1.6C - Late and Non Submission Of Assessment Tasks:**

Late or non-submission of an task without approved reason from the classroom teacher (via illness and misadventure form) in Years 11 & 12 will result in the following steps being taken. The expectation that all work is submitted on time and to the best of each student's ability is the basis for the scheduled due dates in the assessment booklet.

All attempts at assessment tasks must reflect a genuine effort. Students will be asked to re-submit a task if the teacher deems it non-serious and will receive an 'N' Determination letter.

In special circumstances where a student is unable to complete or submit the task by the due date and time, special consideration for extension or exemption from penalties may be sought in writing from the Head Teacher using the Extension/Illness/Late/Missed/Misadventure application form.

Computer/printer problems are not considered to be an acceptable reason for late submission of an assessment task. When an assessment task is a class test or an examination, a student must attempt the task at the scheduled time. A task, which is an assignment, is considered to be late if it is handed in after the scheduled time.

### **1.6D - Missed:**

In Stages 5 and 6 courses, failure to complete assessment tasks will result in 'N' Determination procedures being followed (See 'N' Determination Procedures). This will also result in a zero mark being recorded for the task.

Where an assessment task has not been submitted, classroom teachers notify Head Teachers who are responsible for generating a letter to be sent to the student's parents notifying them of the non-submission of the task, including an appropriate and reasonable period of time to rectify the matter and submit the task.



Students will be required to submit a missed task or complete an equivalent alternative task in order to meet the requirements for satisfactory completion of the course. A zero mark will still be recorded but the 'N' Determination will be resolved and the task will be marked and feedback will be given to the student.

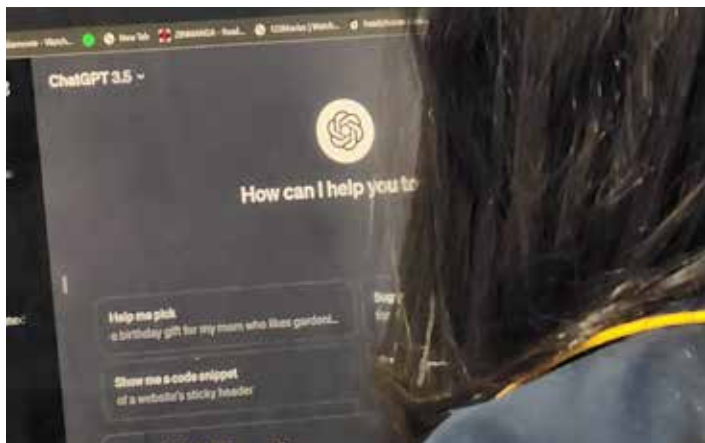
### **1.6E - Misadventure:**

Misadventure is when something out-of-the-ordinary (e.g. an accident) has happened which is beyond your control and you believe your performance in the task has been negatively affected.

Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date that a task was due, or an event which hinders the student's ability to complete the assessment task to the best of their ability. For example, a car accident or becoming ill during the assessment.

Where a student experiences misadventure, complete an Extension/Illness/Late/Missed/Misadventure application form and give it to the Head Teacher for that subject.

## 1.6F - Malpractice:



An assessment task must be the student’s own work. Where malpractice has occurred a zero mark will be recorded for the task.

The Head Teacher of a subject will make the final determination to record a zero mark and for students in Stage 5 (Year 10 at APCS) and 6 an ‘N’ Determination warning letter will be sent to the parent(s)/guardian and procedures for an ‘N’ Determination warning will be followed.

Where malpractice has occurred, the student will be required to re-attempt the task or complete an equivalent alternative task. The teacher of the subject will determine in writing a reasonable time and the circumstances for this.

**All Stage 6 students must have completed the NESA “All my own work” mandatory program at the start of Stage 6.**

## 1.6G - ‘N’ Determination Procedures for Non-Completion of Course Requirements (Stage 5 & 6)

Stage 5 and 6 students are bound by the expectations set out in NESA’s ‘N’ Determination process for the RoSA and the HSC. NESA states that satisfactory participation in and completion of a course requires a student to meet the following course completion criteria:

- Follow the course developed or endorsed by the NESA.
- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- Achieved some or all the course outcomes.

NESA also states that students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks.

Whilst a particular rate of attendance is not specified for the completion of a course, irregular attendance can clearly impact on students’ application of diligence and sustained effort to the set tasks and experiences for the course.

Attendance could thus be a significant factor leading to potential warning letters and ultimately an ‘N’ Determination.

Malpractice can occur in several ways:

- Cheating in an examination;
- Plagiarism (making no change or insignificant changes to a copied sentence),
- Use of AI like Chat GPT,
- collusion (working with another student, including the sharing or distribution of work),
- Disrupting an examination, or
- A serious breach of the rules for an examination or task.

**N-Determination Flowchart**

	Student Concern	Intervention(s)	Teacher Actions
1st event - CLASSROOM TEACHER	Early intervention.	1. Student spoken to about concern. 2. Parent/carer contacted and notified that student is not meeting course requirements or submitting tasks.	Initial discussion with Student.  Additional discussion with parent/carer.
	Classwork not completed.  OR Assessment task not complete/submitted on time OR Non-serious attempt.	⇒ 1st N-warning letter through: • letter of concern • telephone call	Will involve: • Phone call home from teacher. • Retaining copies of Assessment tasks/ classwork/ textbook work. • Student acknowledgment of receiving task. • If needed, providing alternative tasks. • Discussing requirements of the task with student. • Arrange an alternative time for completion of assessment. • Although zero penalty will still apply.
Continual consultation to occur between teacher and HT.			
2nd event - HEAD TEACHER	Classwork not completed.  Non serious attempt.  Assessment task not complete/submitted on time.  1st N warning letter not actioned.	⇒ 2nd N-warning letter	Will involve: • Retaining copies of task/classwork/textbook work.  OR • Providing alternative tasks. • Discussion with HT. • Phone call home from HT. • Arranging time to work with student. • Review of student progress by HT of year group. • Discussing requirements of the task with student. • Although zero penalty will still apply.
	Referral & consultation with Deputy Principal to initiate joint monitoring process.		
3rd and final event - SENIORITY PRINCIPAL	Classwork not completed.  Assessment task not complete/submitted on time.  Non serious attempt.  Previous N warning letter(s) not actioned.	⇒ Immediate referral to DP  and 3rd and final warning letter	Will involve: • Phone call home from Head Teacher/Deputy Principal/Principal. • Discussion with Head Teacher/Deputy Principal/Principal. • Retaining copies of tasks/classwork/textbook work.  May also include: • Arranging time to work with students. • Providing alternative tasks. • Discussing requirements of the task with student. • Although zero penalty will still apply.
	OR Parent interview with Principal and Principal will proceed with N Determination process with NESA		

### **1.6G.1 - After an 'N' Determination Warning Letter is Received.**

If a student does not meet the criteria set out by NESAs for satisfactory participation or completion of a course, subject teachers/Head Teachers will issue students with an 'N' Determination warning letter. This letter will stipulate the task or work for which the student is required to complete and the original due date of this task/work. The letter will also stipulate a new due date and requirements for how to satisfactorily complete the task/work.

It is important for the student to be aware that 'N' Determination warning letters are not task specific, they are subject specific and therefore accumulate across tasks/work in any subject.

### **1.6G.2 - Failure to Complete Work Stipulated in the 'N' Determination Warning Letter is Received.**

Alexandria Park Community School will offer support to students to address the concerns if they are at risk of being 'N' Determined.

Students who have been issued with two or more 'N' Determination warning letters in one subject will be interviewed as part of the school review process and placed on a contract containing a list of the 'N' Determination warnings that are unresolved and the time frame in which they must be completed.

The onus is always on the student to follow up with the teacher(s) to find out exactly what needs to be done to meet the requirements of the 'N' Determination warning so it can be resolved.

Students who have not complied with the course completion criteria and who have received three written warnings (for a course) can be considered as not having satisfactorily completed the course at the time of finalising grades. In this instance the Principal may make a determination of non-completion of course requirements by a student, known as an 'N' Determination.

The Principal will undertake a formal interview of the student, making clear the grounds for which the 'N' Determination is being applied. The Principal will outline the NESAs appeals process and will provide the student with copies of the 'N' Determination warning letters. If an 'N' Determination is applied, it may mean the student is no longer eligible for the HSC or RoSA.

### **1.6G.3 - Summary of 'N' Determination Process**

#### **• 'N' Determination Warning**

If a student is not meeting the course requirements or fails to complete an assessment task they are given what is termed a non-completion warning (or 'N' completion determination). A copy is also posted home, which outlines:

- Any issues of concern or outstanding work.
- The date by which students should redeem the outcomes of the missed work.
- If a student is to be given a non-completion 'N' Determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course, the principal will inform NESAs.

#### **• The 'Warning Letter' Process**

If you are not working and if you are not attending school and classes regularly (i.e. above 85%) you may be at risk of not meeting the requirements to gain your HSC.

If this is the case then teachers will give you formal warnings in writing, as follows:

**Warning 1** – A ‘FIRST’ formal warning letter will be sent by your class teacher and the Head Teacher outlining work that is to be completed and a due date. This letter will be handed to the student and a copy posted to the parent/carer. The parent/carer of the student will also be contacted by telephone to alert them to the situation.

If the work is not completed and/or there is no improvement then:

**Warning 2** – A ‘SECOND’ formal warning letter will be issued and an interview will be organised with the Head Teacher and your parent/guardian.

If this work is not completed and there is still no improvement then:

**FINAL Warning** - You will be interviewed by the Deputy Principal and a ‘THIRD and FINAL’ formal warning letter will be issued. The Deputy Principal will organise an interview with your parent/carer.

**If after these warnings there is still no improvement, the Principal will conduct an interview with you and your parent(s)/carer where the ‘N’ determination will be formally made.**

- **‘N’ Determinations**

If students don’t complete a course’s requirements they will receive an ‘N’ determination.

Students are warned via a letter from their school if it looks like they might receive an ‘N’ determination. This aims to give the student time to complete the course requirements and rectify the problem.

If a student receives an ‘N’ determination in a mandatory curriculum requirement course, they won’t be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an ‘N’ determination.

If a student is given an ‘N’ determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

Principals need to contact NESAs if they feel a student is eligible for a preliminary HSC after being deemed ineligible at the end of Year 11 because they failed to meet the mandatory curriculum requirements.

# N-Determination Flowchart

<b>1<sup>st</sup> event – CLASSROOM TEACHER</b>	Student Concern		Intervention(s)	Teacher Actions
	Early intervention.		<ol style="list-style-type: none"> <li>1. Student spoken to about concern.</li> <li>2. Parents/carers contacted and notified that student is not meeting course requirements or submitting tasks.</li> </ol>	<p style="text-align: center;">Initial discussion with Student.</p> <p style="text-align: center;">Additional discussion with parent/carer.</p>
	<p style="text-align: center;">Classwork not completed.</p> <p style="text-align: center;"><b>OR</b></p> <p style="text-align: center;">Assessment task not complete/submitted on time OR Non- serious attempt.</p>	➔	<p style="text-align: center;"><b>1st N-warning letter through:</b></p> <ul style="list-style-type: none"> <li>• letter of concern</li> <li>• telephone call</li> </ul>	<p style="text-align: center;"><b>Will involve:</b></p> <ul style="list-style-type: none"> <li>• Phone call home from teacher.</li> <li>• Reissuing copies of Assessment tasks/classwork/textbook work.</li> <li>• <b>Student acknowledgement of receiving task.</b></li> <li>• If needed - providing alternative tasks.</li> <li>• Discussing requirements of the task with student.</li> <li>• Arrange an alternative time for completion of assessment.</li> <li>• <b>Although zero penalty will still apply.</b></li> </ul>
<b>Continual consultation to occur between teacher and HT.</b>				
<b>2<sup>nd</sup> event – HEAD TEACHER</b>	Student Concern		Intervention(s)	Support Provided for Student
	<p style="text-align: center;">Classwork not completed.</p> <p style="text-align: center;">Non serious attempt.</p> <p style="text-align: center;">Assessment task not complete/submitted on time.</p> <p style="text-align: center;">1st N-warning letter not actioned.</p>	➔	<b>2nd N-warning letter</b>	<p style="text-align: center;"><b>Will involve:</b></p> <ul style="list-style-type: none"> <li>• Reissuing copies of tasks/classwork/textbook work.</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Providing alternative tasks.</li> <li>• Discussion with HT.</li> <li>• Phone call home from HT.</li> </ul> <p style="text-align: center;"><b>Also include:</b></p> <ul style="list-style-type: none"> <li>• Arranging time to work with student.</li> <li>• Review of student progress by HT of year group.</li> <li>• Discussing requirements of the task with student.</li> <li>• Although zero penalty will still apply.</li> </ul>
<b>Referral &amp; consultation with Deputy Principal to initiate joint monitoring process.</b>				
<b>3<sup>rd</sup> and final event – DEPUTY PRINCIPAL</b>	Student Concern		Intervention(s)	Support Provided for Student
	<p style="text-align: center;">Classwork not completed.</p> <p style="text-align: center;">Assessment task not complete/submitted on time.</p> <p style="text-align: center;">Non serious attempt.</p> <p style="text-align: center;">Previous N-warning letter(s) not actioned.</p>	➔	<p style="text-align: center;"><b>Immediate referral to DP</b></p> <p style="text-align: center;">and</p> <p style="text-align: center;"><b>3rd and final warning letter</b></p>	<p style="text-align: center;"><b>Will involve:</b></p> <ul style="list-style-type: none"> <li>• Phone call home from Head Teacher/Deputy Principal/Principal.</li> <li>• Discussion with Head Teacher/Deputy Principal/Principal.</li> <li>• Reissuing copies of tasks/classwork/textbook work.</li> </ul> <p style="text-align: center;"><b>May also include:</b></p> <ul style="list-style-type: none"> <li>• Arranging time to work with students.</li> <li>• Providing alternative tasks.</li> <li>• Discussing requirements of the task with student.</li> <li>• Although zero penalty will still apply.</li> </ul>
<b>OR</b>				
<b>Parent interview with Principal and Principal will proceed with N Determination process with NESAs</b>				



## 1.10 TASKS THAT PRODUCE INVALID OR UNRELIABLE RESULTS

In exceptionally rare circumstances a task might not adequately discriminate between students, in such a case everyone gets the same or similar mark.

Sometimes a mark might become invalid or inequitable due to problems associated with its administration. In these circumstances the Head Teacher in consultation with the Deputy Principal will ascertain the best method to address these issues. This may include:

- **1.10.1** - Part of the task will be used to calculate the assessment mark.
- **1.10.2** - The weighting of the task may be reduced and additional weighting added to a future task.
- **1.10.3** - The original assessment task will be replaced by an additional task. Sufficient written notice will be provided for any additional tasks and if necessary, weightings will be adjusted accordingly.

Students will be notified in writing if any assessment task is deemed to be invalid or unreliable and the course of action that will be taken to rectify this issue. Steps taken to address this issue will not have an adverse impact on individual students or classes so that fairness and equity is maintained.

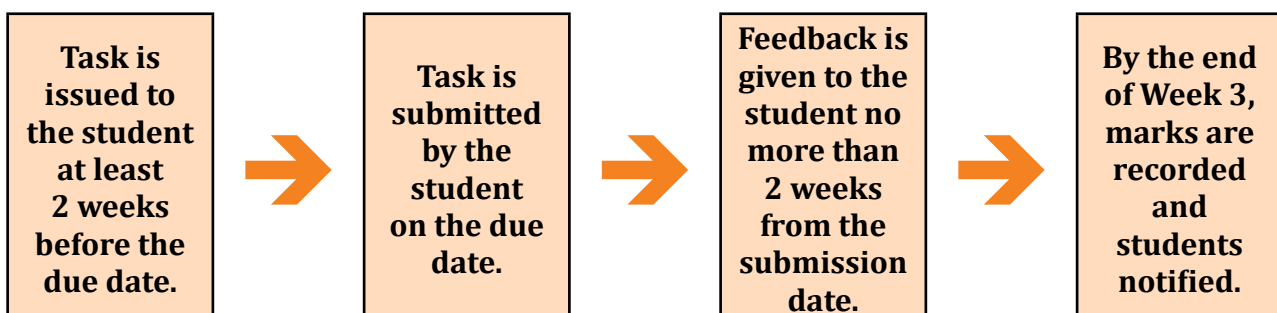
## 1.11 FEEDBACK TO STUDENTS

Following a formal assessment task, teachers will provide positive and constructive feedback to students that may identify strengths and weaknesses, corrects misunderstandings, states clearly how students can improve and allows students to take an active role in their learning.

Tasks should be designed and feedback provided in a way that allows students to improve upon their performance in subsequent tasks. It is recommended that feedback be given in one or more of the following ways:

- **1.11.1** - Oral discussion with class, groups or individual students.
- **1.11.2** - Written annotations on the submitted work.
- **1.11.3** - General comments to the class about those aspects of the activity or task in which students excelled and those aspects that still need addressing.
- **1.11.4** - Examples of good responses.
- **1.11.5** - Self-evaluation.

Drafts of assessment tasks are encouraged where appropriate. However, a teacher may refuse to provide feedback on a draft if it is received within 5 school days of the due date. One draft per student during any assessment period will exist. Refer to the Drafts Procedure.



## 1.12 DRAFT PROCEDURES

### A. Rationale:

- These procedures are intended to provide guidance and support for staff and students in the completion of written tasks, in order to provide a balance between staff supporting students in creating their best possible work and excessively contributing to their work via draft feedback.



### B. Aim:

- To ensure that the process of drafting assists students in refining their work for the purpose of producing the highest-quality assessment submissions.

### C. Procedures:

- Drafting is encouraged, but not compulsory.
- When students request feedback on a draft, they must submit to the teacher as specified by the teacher.
- Students are to submit drafts outside of class time.
- Teachers will return drafts once completed for student review and application.
- Students can submit one draft per assessment task to their teacher for feedback.
- The cut-off date for the submission of drafts is 5 days before the task is due, this is to include a weekend for staff to assess the draft and for the student to have time to utilise the feedback.
- Assessment Tasks will be issued a minimum of two weeks before the due date.

## 1.13 DISABILITY PROVISIONS AND ADJUSTMENTS

### Practical support for HSC exams

Information for students and parents

The NSW Education Standards Authority (NESA) has a program to help students with practical support in their Higher School Certificate (HSC) exams. This practical support, known as provisions, is to access their HSC exams. Examples of provisions are rest breaks and small group supervision. To be fair, NESA must balance the interests of all students with and without provisions.

#### Approved provisions provide access to HSC exams.

- To access HSC exams is to read exam questions, think about answers and write answers.
- Provisions are not approved to give an advantage over other students or to achieve potential.

#### More than 10,000 HSC students apply for provisions each year. Students should not feel embarrassed if they need provisions for:

- a permanent condition (eg diabetes, reading difficulty)
- a temporary/emergency condition (eg a broken arm)
- a condition that has an occasional impact (eg back pain).

Provisions help students to show what they know and can do.

#### Evidence

NESA needs evidence that can include results of the student's performance on reading and spelling tests, work samples (extended responses) and teacher comments on adjustments that have been trialled at school.

Disability impacts students in different ways. Applying one approach for one condition does not recognise the individual needs of each student. Therefore, students with the same disability may have different provisions approved.

#### NESA HSC provisions may differ from school-determined adjustments

- Adjustments approved by schools for school assessment tasks may not be appropriate for the HSC exams.

#### How to apply for HSC provisions

The school submits an online application to NESA for provisions requested. The school also submits recent evidence, which may include medical reports, reading results, spelling results, writing samples and teacher comments.

The school should submit all applications by the end of Term 1. Late applications may be submitted for an emergency such as a broken arm, until the time of the examinations.

The school will provide the student with a copy of NESA's decision. The school may submit appeals against NESA decisions. Appeals need to state why the decision is unsuitable and must include new evidence.

If you think that you or your child may require support in completing the HSC exams, please discuss the matter with the Year Adviser, School Counsellor or Teacher.

Disability provisions are practical arrangements that enable students with disability to access learning and assessment. Principals have the authority to decide on and to implement disability provisions for school-based assessments and tests.

Students who have a diagnosed disability can apply to have this taken into consideration when completing an assessment task at school and the process will be coordinated by the Head Teacher Teaching and Learning. Students with a disability (evidence-based) may be allowed a range of adjustments for tasks and examinations, including the HSC examination.

For more information please contact the school's learning and support coordinator and read the NESA guideline at:

<https://www.nsw.gov.au/education-and-training/nesa/hsc/disability-provisions>



## 1.14 RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

The RoSA records completed Stage 5 and Year 11 Stage 6 courses and grades, and participation in any uncompleted Year 11 Stage 6 courses. It is of specific use to students leaving school prior to the HSC.



Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

### Eligibility for the Record of School Achievement



#### RECORD OF SCHOOL ACHIEVEMENT



To qualify for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy the NESA curriculum and assessment requirements for the RoSA; and
- a student must attend until the final day of Year 10 at their school.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

- All students have access to a record of their courses studied and their grades through 'Students Online'.
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

## Year 11 Grades

Schools are responsible for awarding each student studying and completing a Stage 6 Year 11 course a grade (A, B, C, D or E) to represent the student's achievement (except Life Skills courses and VET). The grade awarded is reported on the student's RoSA. Teachers use the Common Grade Scale for Year 11 Courses to determine grades for all Board Developed and Board Endorsed Courses. Grade descriptions are derived from the knowledge, skills and understandings developed in Stage 6 syllabuses and provide a general description of typical performance at each grade level from A to E.

## Common Grade Scale for Year 11 Courses

The Common Grade Scale shown below should be used to report student achievement in the Year 11 Stage 6 year in all NSW schools.

**The Common Grade Scale describes performance at each of five grade levels.**

- A.** The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
- B.** The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
- C.** The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
- D.** The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
- E.** The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

## Further Information

A copy of the Assessment, Certification and Examination (ACE) Manual is available on the NESA website (in the Manuals section).

The URL is:

[www.NESA.nsw.edu.au/manuals](http://www.NESA.nsw.edu.au/manuals)

# MINIMUM LITERACY AND NUMERACY STANDARDS

## STRONGER HSC STANDARDS

The minimum literacy and numeracy standards are a nationally agreed standard of functional literacy and numeracy, mapped to the Australian Core Skills Framework (ACSF) Level 3.

The ACSF has been endorsed by federal and state government ministers. It describes the core literacy and numeracy skills required for personal, community, work and training contexts.

**The minimum standard is set at a level of literacy and numeracy needed for everyday tasks such as:**

- following operating instructions in equipment manuals;
- interpreting routine tables, graphs and charts;
- writing a job application; and
- preparing an invoice.

**The areas assessed for each test component include:**

- Reading: comprehension, grammar, punctuation, spelling and vocabulary.
- Numeracy: number, measurement, space, data and algebraic representation.
- Writing: audience and purpose, structure and cohesion, vocabulary, grammar, punctuation and spelling.

Students will demonstrate they meet the standard by achieving a pass in new online reading, writing and numeracy tests that will be developed by NESA.

**These tests will be administered at school under supervision.**

These online tests will be made available to those students in Year 11 who have yet to meet the requirements from the beginning of 2024. Reading and numeracy test items will be mapped to ACSF Levels 2–4.

**More information about the ACSF can be found at:**

<https://www.education.gov.au/australian-coreskills-framework>



### PLEASE NOTE:

The Assessment Schedules printed in this booklet for all curriculum areas are intended as a guide. Changes to these may be made during the year as extenuating circumstances may occur. Students will receive advance warning of assessments via an assessment notification at least two weeks prior to the task.

## Communicating With Our School

Alexandria Park Community School values parent communication and engagement with our school and recognises the importance of having an effective system in place to assist with this process. The link below to the school community charter outlines the responsibilities of parents, carers and school staff to ensure our learning environments are collaborative, supportive and cohesive.

<https://education.nsw.gov.au/public-schools/going-to-a-public-school/school-community-charter>

If you would like to contact the school, you can do so by:

- Phoning the school admin office on 9698 1967.
- In person – please report to the Administration Office.
- By email @alexparkcs-schools.nsw.edu.au, please write the name of teacher in the subject box.

Year 8 have a Google Classroom that all students will join and parents are also invited to join. This is a great place for the Year Adviser to communicate with the students.

The code to join the Google Classroom is: .....

Parents and students will be invited to join the APCS Sentral Portal. You will be issued with a code that allows you to access information such as school reports, the booking system for Parent Teacher Night, school newsletters and daily notices. A letter with more information will be sent out to all parents and students.

## Who to Contact

Position at APCS	Matters they deal with:
<b>Classroom Teachers</b>	First contact for anything pertaining to that individual subject. This may include class work, homework, assignments or a specific incident that occurred in that classroom.
<b>Head Teachers of each Subject Area</b>	If a parent/carer has worked with their child's classroom teacher and feels that their needs should be further addressed. If a parent/carer would like to share some positive experiences that are happening in the classroom or at home in relation to that topic.
<b>Learning and Support Teachers</b>	If a parent/carer feels that their child needs some support in the classroom due to diverse learning needs.
<b>Year Adviser</b>	Can assist with matters that are occurring outside of the classroom and with wellbeing concerns. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. Please email.
<b>Head Teacher Wellbeing</b>	Can assist with matters that are occurring outside the classroom and with wellbeing concerns that are serious in nature. Can also assist with serious ongoing medical condition notifications (diabetes, anaphylaxis). Please email.
<b>Deputy Principal</b>	To be notified directly with serious concerns that a parent/carer feels cannot be dealt with by other staff at the school. If a parent would like to share some positive experiences that are happening at school or at home in relation to their child. Please email.
<b>Principal</b>	To be notified directly with serious concerns that a parent/carer feels cannot be dealt with by the Deputy Principal. If a parent/carer would like to share some positive experiences that are happening at school or at home in relation to their child.







## Application for Extension of Assessment Task

Name: \_\_\_\_\_ Task Due Date: \_\_\_\_\_ Task number: \_\_\_\_\_

KLA/Subject: \_\_\_\_\_ Class Teacher: \_\_\_\_\_ Weighting: \_\_\_\_\_ %

### Task Description:

- Hand in task  Examination  
 Oral Presentation  Other \_\_\_\_\_

### Reason for Extension:

- Illness  Process  
 Misadventure  Other \_\_\_\_\_

Supporting details: (Attach supporting documentation)

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

Confidential: Principal (or nominee) to contact. Provide phone number. \_\_\_\_\_

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

Class teacher: I do / do not support this application. Signature: \_\_\_\_\_

### OFFICE USE ONLY

Upheld

Dismissed

Reason for approval/dismissal: \_\_\_\_\_

\_\_\_\_\_

New submission date: \_\_\_\_\_

HT Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Checklist:

- Medical certificate and/or supporting documentation is attached.  
 Submission is within timeframes outlined in the Assessment Guidelines.  
 Communication of appeal and outcomes of appeal to HTs /teaching staff via email.  
 Communication of outcomes of appeal to student and parent.  
 Details of appeal and outcomes of appeal recorded in Sentral.







## SCHOOL BASED APPEAL

Student's Name:	
Year:	
Subject:	
Task:	
Due Date of Task:	
Teacher:	
Date:	
Submitted to the HT:	

## Summary of Reason for Appeal

Student Signature:		Date:	

## Outcome of Appeal

Approved:		Declined:	
Deputy Signature:		Date:	
Head Teacher Signature:		Date:	
Student Signature:		Date:	

**This form must be submitted to the Head Teacher of the Faculty within 24 hours of receiving your result.**



## NESA HSC Terminology - A Glossary of Key Words

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

## Appendix 1 Excerpts – Education Act

The following information from the Education Act 1990 No 8 underpins NESAs's rules and regulations.

In the legislation, 'the Authority' refers to NESAs.

The numbers '95' and '12' refer to the corresponding sections of the legislation.

### 12 Curriculum for Higher School Certificate candidates

- The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:
  - A. courses of study of a general description determined by the Minister on the recommendation of the Authority are to be provided for each student in each Year;
  - B. those courses of study are to include a course of study in English;
  - C. those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of the Authority; and
  - D. those courses of study are to be taught in accordance with a syllabus developed or endorsed by the Authority and approved by the Minister.

### 95 Higher School Certificate

- Higher School Certificates are to be granted by the Authority to students:
  - A. who have been granted a Record of School Achievement or who have attained such other qualifications as the Authority considers satisfactory; and who:
    - have attended a government school; or
    - have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Higher School Certificate applies; or
    - have attended a school outside New South Wales recognised by the Authority or a TAFE establishment; and
  - B. who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Higher School Certificate; and
  - C. who have been accepted by the Authority as having satisfactorily completed those courses of study; and
  - D. who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment; and
  - E. who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority.
- The requisite examination or other assessment must include a public examination conducted on a State-wide basis.
- The Authority may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the grant of the certificate would not, in the opinion of the Authority, be justified.

# Pattern of Study Requirements Checklist

## FOR THE 2024 HIGHER SCHOOL CERTIFICATE

✓	<b>Do students who will complete the Higher School Certificate in 2024 meet the following pattern of study requirements?</b>
	At least 12 units of Preliminary courses and 10 units of HSC courses. [Ref: Assessment Certification Examination (ACE), ACE 8005]
	At least 2 units of a Board Developed Course in English (or 2 units of the Content Endorsed Course English Studies) at both Preliminary and HSC level.
	At least 4 subjects – at both Preliminary and HSC level.
	At least 6 units of Board Developed Courses – at both Preliminary and HSC level.
	At least 3 courses of 2-unit value or greater (Board Developed and/or Board Endorsed Courses) – at both Preliminary and HSC level.
	A maximum of 6 Preliminary units and 7 HSC units from courses in Science. [Ref: ACE 8006]
	Mathematics Standard can be studied with no other Mathematics Course. Maths prerequisites for USyd courses from 2023. The University of Sydney is introducing maths as a prerequisite for some courses from 2019. You will need a Band 4 in HSC Mathematics (not Mathematics Standard) or similar, to be eligible for admission to a range of courses, including: economics, commerce, computing engineering and IT, medicine, psychology, pharmacy, veterinary science, science.
	Met eligibility requirements for the English (EAL/D) course [Ref: ACE 8007]
	Met eligibility requirements and completed the NESA eligibility form for Continuers courses in those languages which also offer [Language] in Context and [Language] and Literature courses. Met eligibility requirements and completed the NESA eligibility form for Beginners courses and [Language] in Context courses. Relevant documentation has been completed and retained at the school. [Ref: ACE 8002]
	All students undertaking Year 11 or HSC courses are required to complete the HSC: All My Own Work program (or equivalent) prior to the school's submission of students' 2023 Preliminary and HSC course entries. This includes students who are entered for Stage 6 Board Endorsed Courses or Board Developed VET courses. <b>Exception:</b> Completion of the HSC: All My Own Work program (or equivalent) is optional for students undertaking only Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the HSC: All My Own Work program for students with disability, as necessary.
	Board Endorsed Courses have current endorsement.
	Students are not enrolled in any Board Developed Course, Content Endorsed Course, TAFE delivered VET HSC Course or Board Endorsed Course combinations which are subject to Board exclusions [For exclusions please see ACE 7001, 8010, 8011, 8012 8018 PLUS also check your school BEC decision letters or check for BEC decisions via Schools Online.] VET course exclusions are available on the NESA website under Vocational Education.
✓	<b>REMINDERS</b>
	Students seeking an Australian Tertiary Admission Rank (ATAR) in 2024 must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by NESA, including (a) at least 2 units of English, and (b) at least 8 units of Category A courses (only two units of Category B Courses can contribute to an ATAR). Courses completed must include at least three Board Developed Courses of 2 units or greater and at least four subjects. The list of Category A courses is published on the UAC website. <b>NB:</b> Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, the Content Endorsed Course, English Studies, and the new non-examinable Mathematics Standard 1 course may satisfy requirements for the ATAR if they complete the HSC examination for that course in 2024. However, note only one Category B course can count towards your ATAR.
	Schools should note that additional departmental curriculum requirements (e.g. sport, religious education, 25 hours of PD/H/PE etc.) or conditions of enrolment at individual schools are not requirements for NESA HSC Certificate credentialing.
	Schools will need to ensure that NESA requirements are met in cases of accumulation, acceleration, repeating, recognition of prior learning and in any cases of non-completion of course requirements [please refer to the ACE website: Satisfactory completion, Pathways and Credit transfer and Recognition of Prior Learning for details].
	Consideration must be given to the need for reasonable adjustments for students with disability to enable equitable participation in the full range of education activities. The collaborative planning process allows for the personalised learning and support needs of students with disability to be identified. This includes course options, provision of adjustments and HSC disability provisions. Actively identifying and responding to the learning and support needs of students is an ongoing school process and should not be reliant on parents or students requesting support. Information about HSC disability provisions including the application process is available on the NESA website
	Students with disabilities can meet the requirements for the award of the Higher School Certificate by undertaking a combination of Board Developed Courses, Board Endorsed Courses and/or Stage 6 Life Skills Courses. Principals will be required to certify on the Preliminary and HSC entry forms that enrolment of a student in any Life Skills Courses for Stage 6 is the result of a planning process that addresses the student's transition from school to adult life [please refer to the ACE website: Studying HSC Life Skills courses].
	Schools are responsible for overseeing the delivery of VET courses by external providers.

# ASSESSMENT INFORMATION AND SCHEDULES

for all Year 11 Subject Areas  
(including VET)

**2024 for the 2025 HSC**

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**PLEASE NOTE:**

**The Assessment Schedules printed in this booklet for all curriculum areas are intended as a guide. Changes to these may be made during the year as extenuating circumstances may occur. Students will receive advance warning of assessments via an assessment notification at least two weeks prior to the task.**

# English Standard

Outcome	Description
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.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge & understanding of course content	Skills in responding to texts & communication of ideas appropriate to audience, purpose & context across all modes	Total
1	<b>Common Module:</b> Reading to Write Imaginative Response & Reflection	Term 1 Week 9	EN11-4 EN11-7 EN11-9	10	15	25%
2	<b>Module A:</b> Contemporary Possibilities Multimodal Task	Term 2 Week 8	EN11-2 EN11-6 EN11-8	20	20	40%
3	<b>Module B:</b> Close Study of Literature Examination	Term 3 Preliminary Exam Period	EN11-1 EN11-3 EN11-5 EN11-8	20	15	35%
<b>Component Weighting</b>				<b>50</b>	<b>50</b>	<b>100%</b>

# English Advanced

Outcome	Description
EA11-1	Responds to and composes increasingly complex texts for understanding, interpretation, 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, considers appropriateness for purpose, audience and context and explains effects on meaning.
EA11-4	Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts.
EA11-5	Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments.
EA11-6	Investigates and explains the relationships between texts.
EA11-7	Understands and explains the diverse ways texts can represent personal and public worlds.
EA11-8	Identifies and explains cultural assumptions in texts and their effects on meaning.
EA11-9	Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge & understanding of course content	Skills in responding to texts & communication of ideas appropriate to audience, purpose & context across all modes	Total
1	<b>Common Module:</b> Reading to Write Imaginative Response & Reflection	Term 1 Week 9	EA11-1 EA11-4 EA11-9	10	15	25%
2	<b>Module A:</b> Narratives that Shape our World Multimodal Presentation	Term 2 Week 8	EA11-2 EA11-6 EA11-7 EA11-8	20	20	40%
3	<b>Module B:</b> Close Study of Literature Examination	Term 3 Preliminary Exam Period	EA11-3 EA11-5 EA11-8	20	15	35%
<b>Component Weighting</b>				<b>50</b>	<b>50</b>	<b>100%</b>



## English - EAL/D

Outcome	Description
EAL11-1A	Responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.
EAL11-1B	Communicates information, ideas and opinions in familiar personal, social and academic contexts.
EAL11-2	Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
EAL11-3	Identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning.
EAL11-4	Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts.
EAL11-5	Thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments.
EAL11-6	Investigates and explains the relationships between texts.
EAL11-7	Understands and explains the diverse ways texts can represent personal and public worlds.
EAL11-8	Identifies and explains cultural assumptions in texts and their effects on meaning.
EAL11-9	Reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

### Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge & understanding of course content	Skills in responding to texts & communication of ideas appropriate to audience, purpose & context across all modes	Total
1	<b>Module A:</b> Reading to Write Imaginative Response & Reflection	Term 1 Week 10	EAL11-1A EAL11-7 EAL11-8 EAL11-9	20	20	40%
2	<b>Module B:</b> Close Study of a Text Extended Written Response	Term 2 Week 9	EAL11-1B EAL11-3 EAL11-4 EAL 11-5	15	15	30%
3	<b>Module C:</b> Texts & Society Multimodal Task	Term 3 Preliminary Exam Period	EAL11-1A EAL11-2 EAL11-6 EAL11-7 EAL11-8	15	15	30%
<b>Component Weighting</b>				<b>50</b>	<b>50</b>	<b>100%</b>

# English Extension 1

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

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of complex texts and of how and why they are valued	Skills in complex analysis, sustained composition and independent investigation	Total
1	<b>Module:</b> Texts Culture & Value Comparative Extended Response	Term 1 Week 9	EE11-1 EE11-2 EE11-3 EE11-5	15	15	30%
2	<b>Related Project</b> Multimodal Task	Term 2 Week 9	EE11-2 EE11-3 EE11-4 EE11-6	20	20	40%
3	<b>Module:</b> Texts Culture & Value Examination	Term 3 Preliminary Exam Period	EE11-2 EE11-3 EE11-5 EE11-6	15	15	30%
<b>Component Weighting</b>				<b>50</b>	<b>50</b>	<b>100%</b>

# English Studies

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

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills	Knowledge & understanding of course content	Skills in comprehending texts, communicating ideas using language accurately, appropriately & effectively	Total
1	<b>Mandatory Module:</b> Achieving through English Writing Task	Term 1 Week 9	ES11-1 ES11-3 ES11-5	ENLS6-1 ENLS6-5	15	15	30%
2	<b>Module E:</b> Playing the Game Multimodal Presentation	Term 2 Week 9	ES11-2 ES11-4 ES11-8	ENLS6-6 ENLS6-8	15	15	30%
3	<b>All Modules:</b> Portfolio of Classwork	Term 3 Week 5	ES11-1 ES11-4 ES11-6 ES11-7 ES11-9 ES11-10	ENLS6-2 ENLS6-3 ENLS6-9 ENLS6-10	20	20	40%
<b>Component Weighting</b>					<b>50</b>	<b>50</b>	<b>100%</b>

# Music

Outcome	Description
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.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills	Perf	Comp	Musical	Aural	Total
1	Jazz Performance & Viva Voce	Term 1 Week 8	P1 P2 P6	MLS 1 MLS 2 MLS 3 MLS 4	25		15		40%
2	Music for Small Ensembles Composition & Viva Voce	Term 2 Week 6	P2 P3 P6 P7 P8	MLS 5 MLS 6		25	10		35%
3	Music for Film Aural Skills	Term 3 Week 6	P4 P5 P7 P8	MLS 7 MLS 8				25	25%
<b>Component Weighting</b>					<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100%</b>

# Visual Arts

Outcome	Description
P1	Explores the conventions of practice in artmaking.
P2	Explores the roles and relationships between the concepts of artist, artwork, world and audience.
P3	Identifies the frames as the basis of understanding expressive representation through the making of art.
P4	Investigates subject matter and forms as representations in artmaking.
P5	Investigates ways of developing coherence and layers of meaning in the making of art.
P6	Explores a range of material techniques in ways that support artistic intentions.
P7	Explores the conventions of practice in art criticism and art history.
P8	Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art.
P9	Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art.
P10	Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills	Critical & historical studies	Artmaking	Total
1	<b>Art &amp; Tradition</b> Ceramic Body of Work & Essay	Term 2 Week 2	P1 P4 P5 P7 P10	VALS1	10	30	40%
2	<b>Art &amp; Modernity</b> Drawing Series & Writing Task	Term 2 Week 10	P2 P6 P7 P8 P9	VALS7	10	20	30%
3	<b>Art &amp; Challenge</b> Yearly Exam	Term 3 Year 11 Exam Period	P7 P8 P9 P10	VALS	30		30%
<b>Component Weighting</b>					<b>50</b>	<b>50</b>	<b>100%</b>

# Aboriginal Studies

Outcome	Description
P1.1	Identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples.
P1.2	Explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples in terms of social justice and human rights.
P1.3	Explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures.
P2.1	Explains the meaning of the Dreaming to Aboriginal peoples.
P2.2	Explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples.
P3.1	Describes government policies, legislation and legal decisions in relation to racism and discrimination.
P3.2	Explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity.
P3.3	Explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions.
P4.1	Plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives.
P4.2	Undertakes community consultation and fieldwork and applies ethical research practices.
P4.3	Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills	Knowledge & understanding of course content	Investigating, analysis & synthesis of information from a variety of sources & perspectives	Research & inquiry methods including aspects of the local community case study	Communication of information ideas & ideas in appropriate forms	Total
1	Extended Response	Term 1 Week 9	P1.1 P1.2 P1.3	ALS1 ALS2 ALS3	20			10	30%
2	Mini Research Task	Term 3 Week 1	P2.2 P3.3 P4.1 P4.2 P4.3	ALS10 ALS11	10	10	10	10	40%
3	Yearly Examination	Term 3 Year 11 Exam Period	P1.1 P1.2 P1.3 P2.1 P2.2 P3.1 P3.2 P3.3 P4.1 P4.2 P4.3		10	10		10	30%
<b>Component Weighting</b>					<b>40</b>	<b>20</b>	<b>10</b>	<b>30</b>	<b>100%</b>

# Ancient History

Outcome	Description
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.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills	Skills	Knowledge and Understanding	Values & Attitude	Total
1	<b>The Nature of Ancient History:</b> <ul style="list-style-type: none"> <li>Tutankhamun's Tomb</li> <li>Mummified remains of ancient Egypt</li> </ul> Comprehension - Source Analysis and Historical Interpretation	Term 1 Week 9	AH11-3 AH11-6 AH11-7 AH11-9	AHLS6-3 AHLS6-6 AHLS6-7 AHLS6-9	10	15	10	35%
2	Historical Investigation Museum Exhibition and Presentation	Term 2 Week 10	AH11-1 AH11-2 AH11-3 AH11-4 AH11-5 AH11-6 AH11-7 AH11-8 AH11-9 AH11-10	AHLS6-1 AHLS6-2 AHLS6-3 AHLS6-4 AHLS6-5 AHLS6-6 AHLS6-7 AHLS6-9 AHLS6-10	10	10	10	30%
3	Yearly Examination	Term 3 Year 11 Exam Period	AH11-1 AH11-2 AH11-3 AH11-4 AH11-5 AH11-6 AH11-10	AHLS6-1 AHLS6-2 AHLS6-3 AHLS6-4 AHLS6-5 AHLS6-6 AHLS6-10	10	15	10	35%
<b>Component Weighting</b>					<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

# Business Studies

Outcome	Description
<b>P1</b>	Discusses the nature of business, its role in society and types of business structure.
<b>P2</b>	Explains the internal and external influences on businesses.
<b>P3</b>	Describes the factors contributing to the success or failure of small to medium enterprises.
<b>P4</b>	Assesses the processes and interdependence of key business functions.
<b>P5</b>	Examines the application of management theories and strategies.
<b>P6</b>	Analyses the responsibilities of business to internal and external stakeholders.
<b>P7</b>	Plans and conducts investigations into contemporary business issues.
<b>P8</b>	Evaluates information for actual and hypothetical business situations.
<b>P9</b>	Communicates business information and issues in appropriate formats.
<b>P10</b>	Applies mathematical concepts appropriately in business situations.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills	Knowledge & understanding of course content	Stimulus based skills	Research & inquiry	Communication of information ideas & ideas in appropriate forms	Total
1	Nature of Business In Class - Business Report	Term 1 Week 8	P1 P2 P6 P7 P8	BELS8 BELS10 BELS11 BELS12	10	10	5	5	30%
2	Business Planning Business Plan (Report Format)	Term 2 Week 6	P2 P4 P5 P6 P7 P8 P9 P10	BELS8 BELS10 BELS11 BELS12	10	10	10	5	35%
3	Business Management Source Based Task Multiple Choice and Short Answer (could include stimulus)	Term 3 Week 9	P1 P3 P4 P6 P7 P8 P9 P10	BELS8 BELS10 BELS11 BELS12	10	10	10	5	35%
<b>Component Weighting</b>					<b>30</b>	<b>30</b>	<b>25</b>	<b>15</b>	<b>100%</b>



# Economics

Outcome	Description
P1	Demonstrates understanding of economic terms, concepts and relationships.
P2	Explains the economic role of individuals, firms and government in an economy.
P3	Describes, explains and evaluates the role and operation of markets.
P4	Compares and contrasts aspects of different economies.
P5	Analyses the relationship between individuals, firms, institutions and government in the Australian economy.
P6	Explains the role of government in the Australian economy.
P7	Identifies the nature and causes of economic problems and issues for individuals, firms and governments.
P8	Applies appropriate terminology, concepts and theories in economic contexts.
P9	Elects and organises information from a variety of sources for relevance and reliability.
P10	Communicates economic information, ideas and issues in appropriate forms.
P11	Applies mathematical concepts in economic contexts.
P12	Works independently and in groups to achieve appropriate goals in set timelines.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills	Knowledge & understanding of course content	Stimulus based skills	Research & inquiry	Communication of information ideas & ideas in appropriate forms	Total
1	Case Study: Indonesia Report	Term 1 Week 7	P1 P9 P10	BELS1 BELS2 BELS3 BELS4	5	5	10	5	25%
2	Stimulus Based Writing Task: Labour Markets	Term 2 Week 6	P3 P4 P5 P6 P8 P9 P10 P12	BELS1 BELS2 BELS3 BELS4	10	10	5	10	35%
3	Yearly Examination	Term 3 Year 11 Exam Period	P1 P2 P3 P4 P5 P6 P8 P9 P10 P11	BELS1 BELS2 BELS3 BELS4	25	5	5	5	40%
<b>Component Weighting</b>					<b>40</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100%</b>

# Legal Studies

Outcome	Description
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.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills	Skills	Knowledge & Understanding	Total
1	In-class Assessment	Term 1 Week 8 15/03/24	P1 P2 P3 P9	CLS1 CLS3 CLS4 CLS7 CLS8	10	15	25%
2	Media File and Essay Submission Online	Term 2 Week 6 07/06/24	P1 P4 P5 P6 P7 P8 P9 P10	CLS2 CLS5 CLS7 CLS8 CLS10	15	20	35%
3	Preliminary Examination	Term 3 Week 8	P1 P4 P5 P6 P7 P8 P9 P10	CLS6 CLS7 CLS8 CLS11 CLS12	15	25	40%
<b>Component Weighting</b>					<b>40</b>	<b>60</b>	<b>100%</b>

# Modern History

Outcome	Description
<b>MH11-1</b>	Describes the nature of continuity and change in the modern world.
<b>MH11-2</b>	Proposes ideas about the varying causes and effects of events and developments.
<b>MH11-3</b>	Analyses the role of historical features, individuals and groups in shaping the past.
<b>MH11-4</b>	Accounts for the different perspectives of individuals and groups.
<b>MH11-5</b>	Examines the significance of historical features, people, places, events and developments of the modern world.
<b>MH11-6</b>	Analyses and interprets different types of sources for evidence to support an historical account or argument.
<b>MH11-7</b>	Discusses and evaluates differing interpretations and representations of the past.
<b>MH11-8</b>	Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources.
<b>MH11-9</b>	Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms.
<b>MH11-10</b>	Discusses contemporary methods and issues involved in the investigation of modern history.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and Components			
Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills	Skills	Knowledge and Understanding	Values & Attitude	Total
1	<b>The Nature of Modern History:</b> Research Essay & Reflection	Term 1 Week 9	MH11-5 MH11-6 MH11-7 MH11-9	MHLS6-1 MHLS6-2 MHLS6-8 MHLS6-9 MHLS6-11 MHLS6-12	10	10	5	25%
2	Historical Investigation Project  Museum Exhibition and Presentation	Term 2 Week 10	MH11-3 MH11-5 MH11-6 MH11-8 MH11-9	MHLS6-1 MHLS6-2 MHLS6-3 MHLS6-4 MHLS6-5 MHLS6-6 MHLS6-7 MHLS6-8 MHLS6-9 MHLS6-10 MHLS6-11 MHLS6-12	15	15	5	35%
3	Nature of Modern History, Case Studies I & II, End of Empire Yearly Examination	Term 3 Year 11 Exam Period	MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-6 MH11-7 MH11-8 MH11-9 MH11-10	MHLS6-1 MHLS6-2 MHLS6-3 MHLS6-4 MHLS6-5 MHLS6-6 MHLS6-7 MHLS6-8 MHLS6-9 MHLS6-11	10	20	10	35%
<b>Component Weighting</b>					<b>30</b>	<b>40</b>	<b>30</b>	<b>100%</b>

## Society & Culture

Outcome	Description
<b>P1</b>	Identifies and applies social and cultural concepts.
<b>P2</b>	Describes personal, social and cultural identity.
<b>P3</b>	Identifies and describes relationships and interactions within and between social and cultural groups.
<b>P4</b>	Identifies the features of social and cultural literacy and how it develops.
<b>P5</b>	Explains continuity and change and their implications for societies and cultures.
<b>P6</b>	Differentiates between social and cultural research methods.
<b>P7</b>	Selects, organises and considers information from a variety of sources for usefulness, validity and bias.
<b>P8</b>	Plans and conducts ethical social and cultural research.
<b>P9</b>	Uses appropriate course language and concepts suitable for different audiences and contexts.
<b>P10</b>	Communicates information, ideas and issues using appropriate written, oral and graphic forms.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

### Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills	Knowledge and Understanding of course content	Application & evaluation of social & cultural research methods	communication of information and ideas in appropriate forms	Total
1	The Social & Cultural World	Term 1 Week 10	P1 P9 P10	SCLS1 SCLS2 SCLSS	25		5	30%
2	Personal & Social Identity	Term 2 Week 8	P1 P2 P3 P5 P8 P10	SCLS3 SCLS4 SCLS5 SCLS7		25	5	30%
3	Yearly Examination	Term 3 Year 11 Exam Period	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10	SCLS8 SCLS9	25	10	5	40%
<b>Component Weighting</b>					<b>50</b>	<b>35</b>	<b>15</b>	<b>100%</b>

## Work Studies

Outcome	Description
1	Investigates a range of work environments.
2	Examines different types of work and skills for employment.
3	Analyses employment options and strategies for career management.
4	Assesses pathways for further education, training and life planning.
5	Communicates and uses technology effectively.
6	Applies self-management and teamwork skills.
7	Utilises strategies to plan, organise and solve problems.
8	Assesses influences on people's working lives.
9	Evaluates personal and social influences on individuals and groups.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

### Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Skills	Knowledge & Understanding	Total
1	Resume	Term 1 Week 9	2 3 5	20	10	30%
2	Case Study Report & Presentation	Term 2 Week 9	1 5 9	20	10	30%
3	Work Studies Workbook	Term 3 Week 10	1 2 3 4 5 6 7 8 9 10	30	10	40%
<b>Component Weighting</b>				<b>70</b>	<b>30</b>	<b>100%</b>

# Mathematics Standard

Outcome	Description
<b>MS11-1</b>	Uses algebraic and graphical techniques to compare alternative solutions to contextual problems.
<b>MS11-2</b>	Represents information in symbolic, graphical and tabular form.
<b>MS11-3</b>	Solves problems involving quantity measurement, including accuracy and the choice of relevant units.
<b>MS11-4</b>	Performs calculations in relation to two-dimensional figures.
<b>MS11-5</b>	Models relevant financial situations using appropriate tools.
<b>MS11-6</b>	Makes predictions about everyday situations based on simple mathematical models.
<b>MS11-7</b>	Develops and carries out simple statistical processes to answer questions posed.
<b>MS11-8</b>	Solves probability problems involving multi stage events.
<b>MS11-9</b>	Uses appropriate technology to investigate, organise and interpret information in a range of contexts.
<b>MS11-10</b>	Justifies a response to a given problem using appropriate mathematical terminology and/or calculations.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

				Weighting and Components		
Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Understanding, fluency & communication	Problem solving, reasoning & justification	Total
1	In Class Assessment	Term 1 Week 9	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-9 MS11-10	15	15	30%
2	Investigation Style Task & Validation Test	Term 2 Week 3	MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-9 MS11-10	15	15	30%
3	In Class Assessment	Term 3 Week 7	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-10	20	20	40%
<b>Component Weighting</b>				<b>50</b>	<b>50</b>	<b>100%</b>

# Mathematics Advanced

Outcome	Description
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.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Understanding, fluency & communication	Problem solving, reasoning & justification	Total
1	In Class Assessment	Term 1 Week 9	MA11-1 MA11-2 MA11-9	15	15	30%
2	Investigation Style Task & Validation Test	Term 2 Week 3	MA11-2 MA11-3 MA11-4 MA11-8 MA11-9	15	15	30%
3	In Class Assessment	Term 3 Week 7	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9	20	20	40%
<b>Component Weighting</b>				<b>50</b>	<b>50</b>	<b>100%</b>

# Mathematics Extension 1

Outcome	Description
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.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Understanding, fluency & communication	Problem solving, reasoning & justification	Total
1	In Class Assessment	Term 2 Week 2	ME11-1 ME11-2 ME11-6 ME11-7	15	15	30%
2	Investigation Style Task & Validation Test	Term 3 Week 2	ME11-1 ME11-2 ME11-6 ME11-7	15	15	30%
3	In Class Assessment	Term 3 Week 7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7	20	20	40%
<b>Component Weighting</b>				<b>50</b>	<b>50</b>	<b>100%</b>



# Numeracy

Outcome	Description
N6-1.1	Recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts.
N6-1.2	Applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems.
N6-1.3	Determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions.
N6-2.1	Chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems.
N6-2.2	Chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature.
N6-2.3	Chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability.
N6-2.4	Chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance.
N6-2.5	Chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design.
N6-2.6	Chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations.
N6-3.1	Chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts.
N6-3.2	Chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Understanding, fluency & communication	Problem solving, reasoning & justification	Total
1	Investigation Style Task	Term 2 Week 2	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-3.1	15	15	30%
2	Investigation Style Task	Term 2 Week 3	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.3 N6-3.1 N6-3.2	15	15	30%
3	Investigation Style Task	Term 3 Week 7	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-3.1 N6-3.2	20	20	40%
<b>Component Weighting</b>				<b>50</b>	<b>50</b>	<b>100%</b>

# Biology

Outcome	Description
BIO11/12-1	Develops and evaluates questions and hypotheses for scientific investigation.
BIO11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.
BIO11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information.
BIO11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
BIO11/12-5	Analyses and evaluates primary and secondary data and information.
BIO11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
BIO11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
BIO11-8	Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes.
BIO11-9	Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms.
BIO11-10	Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species.
BIO11-11	Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills	Skills	Knowledge & Understanding	Total
1	Depth Study (includes 15 hours of class time)	Term 1 Week 9	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-5 BIO11/12-7 BIO11-10	SCLS6-6 SCLS6-8 SCLS6-9 SCLS-10	20	10	30%
2	Practical Exam (in class)	Term 2 Week 9	BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO11-8	SCLS6-2 SCLS6-3 SCLS6-4 SCLS6-5	25	5	30%
3	Yearly Examination	Term 3 Week 8-9	BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	SCLS6-6 SCLS6-8 SCLS6-9 SCLS6-11 SCLS6-13	15	25	40%
<b>Component Weighting</b>					<b>40</b>	<b>60</b>	<b>100%</b>

# Chemistry

Outcome	Description
CH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation.
CH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.
CH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information.
CH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
CH11/12-5	Analyses and evaluates primary and secondary data and information.
CH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
CH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
CH11-8	Explores the properties and trends in the physical, structural and chemical aspects of matter.
CH11-9	Describes, applies and quantitatively analyses the mole concept and stoichiometric relationships.
CH11-10	Explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions.
CH11-11	Analyses the energy considerations in the driving force for chemical reactions.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and Components		
Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills	Skills	Knowledge & Understanding	Total
1	Practical Exam (in class)	Term 1 Week 8	CH11/12-2 CH11/12-3 CH11/12-4 CH11-8	SCLS6-2 SCLS6-3 SCLS6-4 SCLS6-5	20	10	30%
2	Depth Study (includes 15 hours of class time)	Term 2 Week 9	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	SCLS6-6 SCLS6-8 SCLS6-9 SCLS-10	30	10	40%
3	Yearly Examination	Term 3 Week 8-9	CH11/12:1-7 CH11-8 CH11-9 CH11-10 CH11-11	SCLS6-6 SCLS6-8 SCLS6-9 SCLS6-11 SCLS6-13	10	20	30%
<b>Component Weighting</b>					<b>60</b>	<b>40</b>	<b>100%</b>

# Physics

Outcome	Description
PH11/12-1	Develops and evaluates questions and hypotheses for scientific investigation.
PH11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.
PH11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information.
PH11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
PH11/12-5	Analyses and evaluates primary and secondary data and information.
PH11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
PH11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
PH11-8	Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration.
PH11-9	Describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy.
PH11-10	Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principleships between a range of organisms in terms of specialisation for selected habitats and evolution of species.
PH11-11	Explains and quantitatively analyses electric fields, circuitry and magnetism.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills	Skills	Knowledge & Understanding	Total
1	Depth Study (includes 15 hours of class time)	Term 1 Week 10	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-6 PH11-8 PH11--9	SCLS6-6 SCLS6-8 SCLS6-9 SCLS-10	25	10	35%
2	Practical Exam (in class)	Term 2 Week 6	PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-9 PH11-10	SCLS6-2 SCLS6-3 SCLS6-4 SCLS6-5	20	5	25%
3	Yearly Examination	Term 3 Week 8-9	BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	SCLS6-6 SCLS6-8 SCLS6-9 SCLS6-11 SCLS6-13	15	25	40%
<b>Component Weighting</b>					<b>40</b>	<b>60</b>	<b>100%</b>

# Design and Technology

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

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Understanding, fluency & communication	Problem solving, reasoning & justification	Total
1	Project Proposal (Portfolio)	Term 1 Week 8	P1.1 P1.2 P2.2 P6.1	20	20	40%
2	Preliminary Project (Portfolio & Practical)	Term 2 Week 10	P3.1 P4.1 P4.2 P4.3 P5.1 P5.2 P5.3 P6.2	20	20	40%
3	Yearly Examination	Term 3 Week 8	P1.1 P2.2 P5.1 P5.2 P5.3	10	10	20%
<b>Component Weighting</b>				<b>50</b>	<b>50</b>	<b>100%</b>

# Community & Family Studies

Outcome	Description
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.
7.1	Appreciates differences among individuals, groups and families within communities and values their contributions to society.
7.2	Develops a sense of responsibility for the wellbeing of themselves and others.
7.3	Appreciates the value of resource management in response to change.
7.4	Values the place of management in coping with a variety of role expectations.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.

## Weighting and Components

Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills	Skills	Knowledge & Understanding	Total
1	<b>Core 1: Resource Management</b> Case Study Analysis Hand In Task	Term 1 Week 9	P1.1 P1.2 P4.2 P5.1 P6.1	1.1 1.2 1.3 1.4	20	10	30%
2	<b>Core 2: Individuals &amp; Groups</b> Film Analysis Hand In Task	Term 2 Week 9	P2.1 P2.3 P3.2 P4.2	3.1 3.2 3.3 3.4 4.1	20	10	30%
3	Yearly Examination	Term 3 During Year 11 Exam Week	P6.1 P6.2		20	20	40%
<b>Component Weighting</b>					<b>60</b>	<b>40</b>	<b>100%</b>

## Personal Development, Health & Physical Education

Outcome	Description
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.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.					Weighting and Components		
Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills	Skills	Knowledge & Understanding	Total
1	<b>Core 2: Body in Motion</b> Skill Analysis Hand In Task	Term 1 Week 9	P7 P9 P16 P17	5.1 5.2 2.3	20	10	30%
2	<b>Core 1: Better Health for Individuals</b> In-class Task	Term 2 Week 9	P2 P3 P5 P6 P15	2.7 2.10 4.1 4.3	20	10	30%
3	Yearly Examination	Term 3 During Year 11 Exam Week	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11 P12 P14	1.7 2.3 2.7 2.10 4.1	20	20	40%
<b>Component Weighting</b>					<b>60</b>	<b>40</b>	<b>100%</b>

## Sport, Lifestyle and Recreation (SLR)

Outcome	Description
1.1	Applies the rules and conventions that relate to participation in a range of physical activities.
1.2	Applies the rules and conventions that relate to participation in a range of physical activities.
1.3	Demonstrates ways to enhance safety in physical activity.
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia.
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status.
1.6	Describes administrative procedures that support successful performance outcomes.
2.1	Explains the principles of skill development and training.
2.2	Analyses the fitness requirements of specific activities.
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities.
2.4	Describes how societal influences impact on the nature of sport in Australia.
2.5	Describes the relationship between anatomy, physiology and performance.
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts.
3.2	Designs programs that respond to performance needs.
3.3	Measures and evaluates physical performance capacity.
3.4	Composes, performs and appraises movement.
3.5	Analyses personal health practices.
3.6	Assesses and responds appropriately to emergency care situations.
3.7	Analyses the impact of professionalism in sport.
4.1	Plans strategies to achieve performance goal.
4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context.
4.3	Makes strategic plans to overcome the barriers to personal and community health.
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.

Please note that this is only a schedule for formal assessments tasks. Teachers will use other assessment activities and students are accountable for completing all forms of assessment including class work, homework, and course content areas to meet the requirements of this course.				Weighting and Components		
Task No.	Topic & Type of Task	Due Date	Syllabus Outcomes	Skills	Knowledge	Total
1	<b>Module 1: Social Perspectives of Games and Sports</b> Research Task (Hand in task)	Term 1 Week 9	2.4 4.3 4.5	10	20	30%
2	<b>Module 2: Outdoor Recreation</b> Compose a Risk Assessment (Hand in task)	Term 2 Week 9	1.1 1.3 2.3 4.1 4.2 4.4	20	10	30%
3	<b>Module 3: Fitness</b> Design & Present a Fitness Session	Term 3 Week 8-10	1.2 1.3 2.2 3.2 3.3 4.1	20	20	40%
<b>Component Weighting</b>				<b>50</b>	<b>50</b>	<b>100%</b>



## Vocational Education & 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.

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.

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.

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.

# Vocational Education & Training (VET) Courses

<b>ULTIMO 90072</b> <b>HOSPITALITY - FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE</b> <b>ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2024 - HSC 2025 QUALIFICATION:</b> <b>SIT20316 Certificate II in Hospitality (Release 2) Training Package:</b> <b>SIT Tourism, Travel and Hospitality (Release 1.2)</b>							<b>NESA Course Code</b> <b>2 U X 2 YR - 26511</b> <b>2025 HSC Exam:</b> <b>26589 LMBR UI</b> <b>Code (11 OR 12)</b> <b>SIT20316126511B</b>
Term	Unit Code	Units Of Competency	AQF CORE/ELECTIVE	HSC STATUS	HSC INDICATION	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>						<b>Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: SITHIND003 Use hospitality skills effectively</b>	<b>240 Indicative Hours over 2 years</b>  <b>35 hrs Work placement</b>  <b>% Prelim Yearly Exam</b>
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches.	E C E	M M E	10 15 10	<b>Cluster A: Getting Ready for Work (as a Sandwich Artist)</b> Scenario, written task, case study, observation of practical work.	
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS211	Participate in safe food handling practices Prepare and present simple dishes Participate in sustainable work practices.	E E E	E E E	15 20 15	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, written task, case study, observation of practical work.	
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information.	E C E	S E E	15 10 10	<b>Cluster C: Working Relationships</b> Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years' Industry Experience must be involved in assessment.	
<b>6 HSC UOCs</b>							<b>35 hrs Work placement</b> <b>% HSC Trial Exam</b> <b>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.</b>
Term 4-6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively.	C E E C	S S S E	15 15 40 20	<b>Cluster D: Café Culture</b> 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.	
Term 7	BSBTWK201 SITHIND002	Work effectively with others Source and use information on the hospitality industry.	C C	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written questioning, student reflection.	
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.	

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

# Life Skills Outcomes

ENGLISH
<ul style="list-style-type: none"> <li>ENLS6-1 communicates in a range of everyday contexts for familiar audiences and purposes.</li> <li>ENLS6-2 reads, views and responds to texts in familiar contexts.</li> <li>ENLS6-3 comprehends and responds to a range of texts in familiar and unfamiliar contexts.</li> <li>ENLS6-4 uses strategies to comprehend a range of texts composed for different purposes and contexts.</li> <li>ENLS6-5 accesses information to communicate for different purposes and in different contexts.</li> <li>ENLS6-6 composes texts for a variety of purposes and audiences in a range of modes.</li> <li>ENLS6-7 identifies how language forms and features of texts vary according to purpose, audience and context.</li> <li>ENLS6-8 uses appropriate language forms and features when composing texts for different modes, media, audiences, contexts and purposes.</li> <li>ENLS6-9 represents own ideas and personal experiences in interpretive and imaginative texts.</li> <li>ENLS6-10 compares ideas, purposes and audiences of texts.</li> <li>ENLS6-11 explores texts that express a range of ideas, values, points of view and attitudes.</li> <li>ENLS6-12 reflects on own learning processes and goals.</li> </ul>
CAFS (Community & Family Studies)
Module 1
<ul style="list-style-type: none"> <li>LS 1.1 Identifies factors that affect wellbeing.</li> <li>LS 1.2 Investigates ways to improve wellbeing.</li> <li>LS 1.3 Demonstrates an awareness of how to support their needs and wants as well as those of others.</li> <li>LS 1.4 Explores the nature of goals and develops skills in effective goal-setting.</li> <li>LS 1.5 Demonstrates an understanding of the role of relationships and the strategies to maintain positive relationships.</li> <li>LS 1.7.1 Uses a variety of strategies to gather, select and communicate information related to an area of interest.</li> </ul>
Module 2
<ul style="list-style-type: none"> <li>LS 2.1 Identifies the structures and functions of families.</li> <li>LS 2.2 Explores the roles and responsibilities of family members.</li> <li>LS 2.3 Demonstrates an understanding of the nature of parenting and caring.</li> <li>LS 2.4 Appreciates the significance of parents and carers in the community and the ways in which they can be supported.</li> <li>LS 2.7.1 Uses a variety of strategies to gather, select and communicate information related to an area of interest.</li> </ul>
Module 3
<ul style="list-style-type: none"> <li>LS 3.1 Recognises types of groups and their functions.</li> <li>LS 3.2 Explores the roles of group members and their interrelationships.</li> <li>LS 3.3 Demonstrates knowledge, understanding and skills in managing relationships within groups.</li> <li>LS 3.4 Demonstrates skills to effectively communicate as a group member.</li> <li>LS 3.7.1 Uses a variety of strategies to gather, select and communication information related to an area of interest.</li> </ul>
Module 4
<ul style="list-style-type: none"> <li>LS 4.1 Recognises specific groups in society</li> <li>LS 4.2 Explores the characteristics and needs of one or more specific groups</li> <li>LS 4.3 Investigates the issues and challenges facing one or more specific groups and the ways they are supported by society</li> <li>LS 4.7.1 Uses a variety of strategies to gather, select and communicate information related to an area of interest</li> </ul>
Module 5
<ul style="list-style-type: none"> <li>LS 5.1 Identifies key transitional stages in life.</li> <li>LS 5.2 Explores the rights and responsibilities of being an adult.</li> <li>LS 5.3 Develops skills needed for independent living.</li> <li>LS 5.4 Develops knowledge, understanding and skills in decision-making.</li> <li>LS 5.5 Demonstrates an appreciation of the significance of support networks in adulthood.</li> <li>LS 5.7.1 Uses a variety of strategies to gather, select and communicate information related to an area of interest.</li> </ul>
Module 6
<ul style="list-style-type: none"> <li>LS 6.1 Recognises the nature and value of work</li> <li>LS 6.2 Explores the interrelationship between individuals and the workplace</li> <li>LS 6.3 Investigates the impact of technology on our work and community environments</li> <li>LS 6.4 Develops knowledge, understanding and skills in being a productive member of the community</li> <li>LS 6.7.1 Uses a variety of strategies to gather, select and communicate information related to an area of interest</li> </ul>

**SOCIETY AND CULTURE**

- SCLS 1 Explores a variety of cultures in Australia.
- SCLS 2 Engages in and responds to a variety of cultural experiences.
- SCLS 3 Explores factors that contribute to personal and group identity.
- SCLS 4 Investigates the interrelationships between personal identity, group identity and social and cultural backgrounds.
- SCLS 5 Identifies similarities and differences between cultures and societies.
- SCLS 6 Explores relationships within and between social and cultural groups.
- SCLS 7 Investigates continuity and change within and between cultures and societies over time.
- SCLS 8 Explores key issues and challenges related to cultures and societies.
- SCLS 9 Uses a research process to investigate an area of interest related to societies and cultures.

**MATHEMATICS**

- MALS6-1 explores mathematical concepts, reasoning and language to solve problems.
- MALS6-2 engages with mathematical symbols, diagrams, graphs and tables to represent information accurately.
- MALS6-3 engages with appropriate tools, units and levels of accuracy in measurement.
- MALS6-4 explores contexts of everyday measurement.
- MALS6-5 demonstrates understanding of money.
- MALS6-6 explores money management and financial decision-making.
- MALS6-7 demonstrates understanding of number and patterns in a range of contexts.
- MALS6-8 solves problems using number and patterns in real-life situations.
- MALS6-9 uses data in a range of contexts.
- MALS6-10 explores probability in a range of contexts.
- MALS6-11 explores plans, maps, networks and timetables.
- MALS6-12 engages with plans, maps, networks and timetables effectively in a range of everyday contexts and situations.
- MALS6-13 engages with mathematical skills and techniques, including technology, to investigate, explain and organise information.
- MALS6-14 communicates mathematical ideas and relationships using a variety of strategies.

**ABORIGINAL STUDIES**

- ALS 1 Identifies different viewpoints about the shared histories of Aboriginal and non-Aboriginal people.
- ALS 2 Investigates the impact of bias and stereotyping on Aboriginal people and cultures.
- ALS 3 Explores contemporary social justice and human rights issues for Aboriginal people that are consequences of colonisation.
- ALS 4 Explores the significance of the relationships between Country and culture for Aboriginal people.
- ALS 5 Explores the meaning of the Dreaming for Aboriginal people.
- ALS 6 Investigates the impact of colonisation on one or more aspects of Aboriginal cultural, social and economic life.
- ALS 7 Investigates contemporary expressions of Aboriginal culture, heritage and identity.
- ALS 8 Identifies the ways in which government policies, legislation and legal decisions have impacted on the cultural, social and economic life of Aboriginal people.
- ALS 9 Investigates initiatives and actions aimed to promote the social and cultural identity of Aboriginal people in Australia and the world.
- ALS 10 Gathers and communicates information from a variety of sources, including Aboriginal people's perspectives.
- ALS 11 Undertakes community consultation and communicates information effectively from Aboriginal perspectives.

**BUSINESS STUDIES AND ECONOMICS**

- BELS 1 Explores consumer and financial behaviour of individuals.
- BELS 2 Identifies factors influencing the consumer and financial behaviour of individuals.
- BELS 3 Develops skills for managing personal finances.
- BELS 4 Demonstrates an understanding of financial planning and services.
- BELS 5 Develops a basic understanding of the operation of economies.
- BELS 6 Explores relationships between individuals, businesses, financial institutions and governments in an economy.
- BELS 7 Explores the role of governments in the operation and management of an economy.
- BELS 8 Explores factors that affect the demand for and supply of goods and services.
- BELS 9 Explores influences that impact on the demand for and supply of labour.
- BELS 10 Develops an understanding of the nature of business and its role in society.
- BELS 11 Explores the functions and processes of businesses.
- BELS 12 Explores key issues and challenges facing businesses and economies in Australia and the world.

## DESIGN AND TECHNOLOGY

- DTLS 1 Recognises that a process is used to develop design solutions.
- DTLS 2 Explores factors that influence the development of design solutions.
- DTLS 3 Demonstrates awareness that technology can be used for a variety of purposes in a design process.
- DTLS 4 Demonstrates skills and techniques in the context of a design project.
- DTLS 5 Uses a design process in the production of a project.
- DTLS 6 Explores the features of a range of designs.
- DTLS 7 Identifies materials, technologies and techniques for a range of applications.
- DTLS 8 Evaluates the suitability of design for a range of applications.
- DTLS 9 Selects and uses materials, tools and techniques in producing a design project.
- DTLS 10 Demonstrates safe practices in the use and care of tools and in the implementation of techniques.
- DTLS 11 Identifies and explores relationships between design and technology, the individual, society and the environment.

## CHEMICAL WORLD SCIENCE LIFE SKILLS

- SCLS6-1 poses questions and hypotheses for scientific investigation.
- SCLS6-2 plans an investigation individually or collaboratively to obtain primary or secondary data and information.
- SCLS6-3 participates in investigations individually or collaboratively to collect primary or secondary data and information.
- SCLS6-4 collects and represents qualitative or quantitative data and information using media as appropriate.
- SCLS6-5 develops conclusions from primary or secondary data and information.
- SCLS6-6 uses strategies to solve scientific problems.
- SCLS6-7 communicates information about an investigation using scientific language and terminology.
- SCLS6-8 identifies how primary or secondary data is used in scientific investigations.
- SCLS6-9 uses patterns and trends in data to make observations and draw conclusions.
- SCLS6-10 explores models and descriptions of phenomena.
- SCLS6-11 recognises processes involved in a range of scientific investigations.
- SCLS6-12 investigates technologies used in science.
- SCLS6-13 recognises that scientific investigations can support or refute a hypothesis.
- SCLS6-14 investigates how science impacts on society.
- SCLS6-15 explores contemporary issues involving science.

## EARTH AND SPACE SCIENCE LIFE SKILLS

- SCLS6-1 poses questions and hypotheses for scientific investigation.
- SCLS6-2 plans an investigation individually or collaboratively to obtain primary or secondary data and information.
- SCLS6-3 participates in investigations individually or collaboratively to collect primary or secondary data and information.
- SCLS6-4 collects and represents qualitative or quantitative data and information using media as appropriate.
- SCLS6-5 develops conclusions from primary or secondary data and information.
- SCLS6-6 uses strategies to solve scientific problems.
- SCLS6-7 communicates information about an investigation using scientific language and terminology.
- SCLS6-8 identifies how primary or secondary data is used in scientific investigations.
- SCLS6-9 uses patterns and trends in data to make observations and draw conclusions.
- SCLS6-10 explores models and descriptions of phenomena.
- SCLS6-11 recognises processes involved in a range of scientific investigations.
- SCLS6-12 investigates technologies used in science.
- SCLS6-13 recognises that scientific investigations can support or refute a hypothesis.
- SCLS6-14 investigates how science impacts on society.
- SCLS6-15 explores contemporary issues involving science.

## GEOGRAPHY LIFE SKILLS

- GLS 1 Explores the features of a range of environments.
- GLS 2 Investigates the spatial relationships in a range of environments.
- GLS 3 Explores the relationships between geographical processes and physical environments.
- GLS 4 Explores the interrelationships between people's activities and physical environments.
- GLS 5 Identifies factors that influence where people live and work.
- GLS 6 Uses knowledge of an environment to plan and undertake travel.
- GLS 7 Investigates economic activity in a range of places.
- GLS 8 Explores the nature of development and change at a range of scales.
- GLS 9 Researches an ecosystem at risk.
- GLS 10 Explores key geographical issues and challenges facing Australia and the world.
- GLS 11 Uses geographical tools and skills.
- GLS 12 Uses strategies to gather, investigate and communicate geographical information.

**FOOD TECHNOLOGY LIFE SKILLS**

- FTLS 1 Recognises that a process is used to develop food design solutions.
- FTLS 2 Explores factors that influence the development of food design solutions.
- FTLS 3 Demonstrates awareness that technology can be used for a variety of purposes in a food design process.
- FTLS 4 Demonstrates skills and techniques in the context of a food project.
- FTLS 5 Uses a design process in the production of a food project.
- FTLS 6 Identifies the sensory characteristics and functional properties of a range of food items.
- FTLS 7 Evaluates the suitability of the sensory characteristics and functional properties of food items for a range of applications.
- FTLS 8 Recognises the nutritional value of a variety of foods.
- FTLS 9 Applies knowledge of the nutritional value of foods to meet a range of dietary and lifestyle needs.
- FTLS 10 Recognises the impact of food on health and makes informed food choices.
- FTLS 11 Selects and uses appropriate ingredients, equipment and techniques in producing quality food items.
- FTLS 12 Uses hygienic and safe practices in the selection, handling and storage of food.
- FTLS 13 Demonstrates safe practices in the use of equipment and appliances.
- FTLS 14 Identifies and explores factors that contribute to the quality and role of food in society.

**CITIZENSHIP & LEGAL STUDIES**

- CLS 1 Explores the meaning and significance of being a member of a group.
- CLS 2 Demonstrates an understanding of the rights, roles and responsibilities associated with citizenship.
- CLS 3 Demonstrates an understanding of the reasons for rules and laws in society.
- CLS 4 Demonstrates knowledge of rights and responsibilities in relation to the law.
- CLS 5 Explores relationships between the law, justice and society.
- CLS 6 Investigates opportunities to participate in and contribute to society.
- CLS 7 Applies a decision-making process for a variety of purposes.
- CLS 8 Demonstrates an understanding of the purposes and roles of governments in Australia.
- CLS 9 Investigates services provided by governments in Australia.
- CLS 10 Demonstrates an understanding of democratic processes.
- CLS 11 Recognises the diversity of legal and justice systems across the world.
- CLS 12 Explores key issues and challenges related to citizenship and the law.

**MODERN HISTORY**

- MHLS6-1 Engages with personal connections to history.
- MHLS6-2 Engages with the concepts of time and chronology.
- MHLS6-3 Explores continuity and change in the modern world.
- MHLS6-4 Explores events and developments of the modern world.
- MHLS6-5 Investigates features, people, places and societies in the modern world.
- MHLS6-6 Engages with perspectives of the past.
- MHLS6-7 Investigates a range of historical aspects in understanding the past.
- MHLS6-8 Engages with a variety of sources to investigate the past.
- MHLS6-9 Engages with differing interpretations and representations of the past.
- MHLS6-10 Investigates the past using a variety of strategies to locate, select and organise information.
- MHLS6-11 Communicates information about the past using historical terms and concepts.
- MHLS6-12 Engages with the investigation of modern history.

**PDHPE & PE LIFESKILLS****Module 1**

- LS 1.1 Indicates need for assistance and cooperates with others in relation to personal health care.
- LS 1.2 Recognises the need for the management of personal hygiene and grooming.
- LS 1.3 Selects appropriate clothing for specific occasions.
- LS 1.4 Understands and manages their own routine health care procedures.
- LS 1.5 Understands that some personal health care procedures require privacy.
- LS 1.6 Responds effectively to appropriate and inappropriate actions by others.
- LS 1.7 Recognises and demonstrates protective behaviours.
- LS 1.8 Recognises inappropriate behaviour and responds assertively.
- LS 1.9 Recognises and responds appropriately to bodily changes as part of physical maturation.
- LS 1.10 Recognises and responds appropriately to emotional transitions.
- LS 1.11 Demonstrates understanding of possible consequences of a range of sexual activities and knows how to seek advice or assistance if necessary.

<p><b>Module 2</b></p> <ul style="list-style-type: none"> <li>• LS 2.1 Recognises, selects and eats foods that are nutritious.</li> <li>• LS 2.2 Engages appropriately in eating and drinking activities.</li> <li>• LS 2.3 Understands the relationship between diet, physical activity and health.</li> <li>• LS 2.4 Recognises the need for, and participates in, regular physical activity.</li> <li>• LS 2.5 Identifies habits, behaviours or lifestyle practices that may lead to the transmission or prevention of communicable and non-communicable diseases.</li> <li>• LS 2.6 Identifies appropriate agencies or sources that can provide current, reliable advice on nutrition and lifestyle issues.</li> <li>• LS 2.7 Identifies circumstances when professional health care support may be needed.</li> <li>• LS 2.8 Recognises and demonstrates understanding of appropriate and inappropriate use of drugs.</li> <li>• LS 2.9 Demonstrates knowledge and understanding of personal medical conditions and allergic reactions to medication.</li> <li>• LS 2.10 Demonstrates an understanding of the relationship between personal and community health.</li> </ul>
<p><b>Module 3</b></p> <ul style="list-style-type: none"> <li>• LS 3.1 Demonstrates awareness and understanding of a variety of interpersonal relationships.</li> <li>• LS 3.2 Identifies behaviour appropriate to different types of relationships.</li> <li>• LS 3.3 Demonstrates communication skills when relating to others.</li> <li>• LS 3.4 Demonstrates awareness of the skills and personal qualities involved in initiating and maintaining relationships.</li> <li>• LS 3.5 Demonstrates awareness and understanding of the qualities of friendships.</li> <li>• LS 3.6 Demonstrates awareness and understanding of, and respect for, the feelings of others.</li> <li>• LS 3.7 Demonstrates awareness and use of strategies to cope with changing relationships.</li> </ul>
<p><b>Module 4</b></p> <ul style="list-style-type: none"> <li>• LS 4.1 Demonstrates an understanding of safe and unsafe situations and takes appropriate action in unsafe situations.</li> <li>• LS 4.2 Demonstrates appropriate behaviour in emergency situations.</li> <li>• LS 4.3 Demonstrates an understanding of, and skills in, appropriate road safety behaviours as a pedestrian, wheelchair user, bike rider, passenger and driver.</li> <li>• LS 4.4 Demonstrates safety in and around the home.</li> <li>• LS 4.5 Demonstrates safe lifting practices.</li> <li>• LS 4.6 Demonstrates knowledge about and skills in using fire blankets, fire extinguishers and alarms.</li> <li>• LS 4.7 Demonstrates knowledge, understanding and skills of basic water safety.</li> </ul>
<p><b>Module 5</b></p> <ul style="list-style-type: none"> <li>• LS 5.1 Chooses and participates in a range of indoor and outdoor leisure activities.</li> <li>• LS 5.2 Demonstrates appropriate interpersonal behaviour while engaging in leisure activities.</li> <li>• LS 5.3 Finds information about and accesses venues and services for leisure activities.</li> <li>• LS 5.4 Plans a social activity.</li> <li>• LS 5.5 Demonstrates an understanding of the elements of a balanced leisure program.</li> <li>• LS 5.6 Demonstrates skills in, and understanding of, caring for animals.</li> <li>• LS 5.7 Enjoys a range of sporting activities as both spectator and participant.</li> <li>• LS 5.8 Demonstrates movement skills when participating in physical activities, team games and sports.</li> </ul>
<p><b>Module 6</b></p> <ul style="list-style-type: none"> <li>• LS 6.1 Participates in outdoor recreational activities individually, with a partner or in a group.</li> <li>• LS 6.2 Demonstrates knowledge about, and skills in, a range of aquatic activities.</li> <li>• LS 6.3 Demonstrates knowledge about, and skills in, bushwalking and camping.</li> <li>• LS 6.4 Demonstrates knowledge about, and skills in, gardening.</li> <li>• LS 6.5 Demonstrates knowledge about, and skills in, outdoor eating activities.</li> <li>• LS 6.6 Understands and minimises the impact of recreational activities on the environment.</li> </ul>
<p><b>INFORMATION PROCESSES AND TECHNOLOGY LIFE SKILLS</b></p> <ul style="list-style-type: none"> <li>• IPTLS 1 Recognises that a process is used to develop information systems.</li> <li>• IPTLS 2 Explores factors that influence the design of information systems.</li> <li>• IPTLS 3 Demonstrates awareness that technology can be used for a variety of purposes in the design of information systems.</li> <li>• IPTLS 4 Demonstrates skills and techniques in the context of an information systems project.</li> <li>• IPTLS 5 Uses a design process in the production of an information systems project.</li> <li>• IPTLS 6 Explores a range of information systems technology.</li> <li>• IPTLS 7 Evaluates the suitability of information technology for a range of applications.</li> <li>• IPTLS 8 Demonstrates knowledge and understanding of information processes within information systems.</li> <li>• IPTLS 9 Demonstrates knowledge and understanding of the relationship between information processes.</li> <li>• IPTLS 10 Selects and uses appropriate technology for information processes.</li> <li>• IPTLS 11 Selects and uses appropriate tools and techniques in using and caring for information systems.</li> <li>• IPTLS 12 Demonstrates safe practices in the use of information systems technology.</li> <li>• IPTLS 13 Identifies and explores relationships between information systems, the individual, society and the environment.</li> </ul>



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- MHLS6-12 Engages with the investigation of modern history.

**MUSIC LIFE SKILLS**

- MLS 1 Vocalises, sings and plays a variety of music.
- MLS 2 Performs music individually and/or as part of a group in informal and formal situations.
- MLS 3 Experiments with the concepts of music in making musical sounds.
- MLS 4 Experiments in organising and representing musical sounds.
- MLS 5 Experiences and responds to music from a variety of social, cultural and historical contexts.
- MLS 6 Demonstrates an awareness of the concepts of music when responding to music.
- MLS 7 Appreciates a variety of music.
- MLS 8 Engages in performing, composing and listening experiences for enjoyment.

**VISUAL ARTS**

- VALS 1 Experiences a variety of artmaking activities using a range of materials, techniques and processes.
- VALS 2 Develops understanding and skills in using a range of 2D, 3D and/or 4D forms.
- VALS 3 Explores the function of and relationship between artists, artworks, the world and audiences.
- VALS 4 Documents and represents ideas about the world including personal, social and cultural experiences and events.
- VALS 5 Appreciates, interprets and makes judgements about the meaning and significance of their own and others' artworks.
- VALS 6 Makes a variety of artworks that reflect their experiences and responses or point of view.
- VALS 7 Explores the ways in which ideas and experiences of the world are represented.
- VALS 8 Explores ways in which different ideas and meanings are developed in artworks.
- VALS 9 Makes an individual work or series of works using a range of materials, techniques and processes.

**PHYSICAL WORLD SCIENCE LIFE SKILLS**

- SCLS6-1 poses questions and hypotheses for scientific investigation.
- SCLS6-2 plans an investigation individually or collaboratively to obtain primary or secondary data and information.
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- SCLS6-15 explores contemporary issues involving science.

**Semester 1**

SUBJECT	T1 WK1	T1 WK2	T1 WK3	T1 WK4	T1 WK5	T1 WK6	T1 WK7	T1 WK8	T1 WK9	T1 WK10

SUBJECT	T2 WK1	T2 WK2	T2 WK3	T2 WK4	T2 WK5	T2 WK6	T2 WK7 Report to HT S1	T2 WK8 DATA	T2 WK9	T2 WK10

**Semester 2**

SUBJECT	T3 WK1	T3 WK2 PT Night	T3 WK3	T3 WK4	T3 WK5	T3 WK6	T3 WK7	T3 WK8	T3 WK9	T3 WK10

SUBJECT	T4 WK1	T4 WK2	T4 WK3	T4 WK4	T4 WK5	T4 WK6	T4 WK7 Report to HT S1	T4 WK8	T4 WK9	T4 WK10





Alexandria Park Community School is on Cadigal Land 