



**ALEXANDRIA PARK  
COMMUNITY SCHOOL**

**YEAR  
11**

**CURRICULUM &  
ASSESSMENT  
BOOKLET**

**2025**

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# SECTION 1

## ASSESSMENT INFORMATION, PROCESSES AND PROCEDURES

## 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.

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

- a. Have gained the Record of School Achievement (RoSA) or equivalent.
- b. Have attended **90%** of the available school days.
- c. Have completed **HSC: All My Own Work** on the NESA website.
- d. Complete all the requirements of the course (including VET work placement) such as class work, homework, examinations and assessment tasks.
- e. Make a **serious** attempt at assessment tasks and examinations, which contribute to more than 50% of available school assessment marks.
- f. 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 and
- the assessment criteria
- instructions for submission.

## 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.

## 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.

## SUBMISSION OF ASSESSMENT TASKS

Assessment tasks are to be submitted 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 9am.

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 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.

## FORMAL EXAMINATIONS AND IN CLASS TASKS

All 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.

## 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 (USB)
- 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.



## 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. Individual consultation between the head teacher support and the parent/carer will discuss the personalized schedule and adjustments for life skills candidates.

### ABSENCE DUE TO ILLNESS / MISADVENTURE

#### Applying for an EXTENSION

It is essential that students ensure that they are present for and complete all assessment tasks. If a student is absent on the day of an assessment task, they must contact the school to explain the absence, and then provide the Head Teacher of the subject with an illness/misadventure form the day they return to school.

- An illness claim MUST be supported by a medical certificate dated at the time of the illness specifying the nature of the illness. If a student is still away sick on days after the due date, the medical certificate must cover all days of illness NOT just the day of the task.
- Generally speaking 'Misadventure' is for unforeseen misfortune.
- Holidays/travel are NOT a valid excuse for missing an assessment task/exam OR for requesting an alternate date for the task/exam. This includes asking to sit a task/exam early to accommodate a holiday.
- Technological malfunctions are not automatically considered a valid excuse. (Please refer to notes on 'Technology Problems')
- If a task is submitted after the due date and time and the student has not submitted the appropriate documentation, then the student will be awarded zero for the task.

Where the Head Teacher and Deputy Principal decides that a valid reason has been supplied, the following special procedures will be implemented in all courses in all subjects:

- an extension of time, or
- awarding of a mark based on completion of a substitute task, or
- where neither is feasible nor reasonable, or where the missed task is difficult to duplicate, the Head Teacher and Deputy Principal may authorise the use of an estimate for that task based on other appropriate evidence.

NB: Students who do not make a serious attempt at more than 50% of assessment tasks within a course will receive an 'N' determination for the final assessment submitted to NESA.

## Applying for an Extension

If a student has prior knowledge of a circumstance that will impact their ability to submit a task on the due date or attend an in-class task, test or examination, they must complete an Illness/Misadventure Form. This form **MUST** be submitted at least 5 days **BEFORE** the assessment task due date. The decision will be recorded in writing and communicated to the student.

## LATE AND NON-SUBMISSION OF ASSESSMENT TASKS

Late or non-submission of a task without approved reason from the Head Teacher, via the illness/misadventure form in Years 11 & 12 will result in a zero mark. In Year 11 and 12 this will result in the N determination process being followed.

Students will be required to still submit a missed task or complete an equivalent alternative task in order to resolve the N warning letter and meet the requirements for satisfactory completion of course outcomes. Feedback on the task will be given to the student.

Failure to submit or complete an assessment task will result in a N Warning letter and a zero mark for the task. Students will be required to still submit a missed task or complete an equivalent alternative task in order to resolve the N Warning letter and meet the requirements for satisfactory completion of the course. Feedback on the task will be given to the student.

## Non-serious attempt of Assessment Tasks

A non-serious attempt is considered as failing to submit a reasonable attempt at a task. This may include, but is not limited to, the following:

- Inappropriate written content submitted as part of a task.
- Inappropriate behaviour during an examination
- Failure to complete significant sections of an assessment (e.g. only attempting the multiple choice and not attempting extended response questions)

The Head Teacher of a subject and Deputy Principal will determine whether a task is a non-serious attempt. In the case of a non-serious attempt an N Warning letter will be issued and the student will be awarded a zero mark.

## Appeals

Students have the right to ask their teacher for feedback at the time a task is returned but cannot appeal against the teacher's judgement.

Students can appeal to the APCS Appeals Committee to review a student's rank order only if:

- the weightings specified in the assessment program are not those stated by NESA;
- the weightings for tasks are not consistent with those specified by the published policy; and/or
- there are computational or clerical errors.

The school's Appeals Committee, comprising of the secondary Deputy Principal, the subject Head Teacher and another Head Teacher, will investigate the claim by reviewing and examining appropriate records and report its findings to the student. Students may appeal to NESA if they consider the process of the review were not carried out properly (refer to the ACE Manual on the NESA website).

## Honesty, Integrity and Malpractice

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

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice
- unauthorized use of artificial intelligence technologies.

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

providing evidence of and explaining the process of their work, which might include diaries, journals or

notes, working plans or sketches, and progressive drafts to show the development of their ideas answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

The Head Teacher and Deputy Principal of a subject will make the final determination to record a mark of zero. An N Warning letter will be issued and the student will be required to re-attempt the task or complete an alternative task.

All Stage 6 students must have completed the NESA 'All My Own Work' mandatory program at the start of Stage 6.

A Year 12 student guilty of suspected malpractice will have their name recorded on the NESA Register of Malpractice for HSC assessment tasks and a N Warning letter will be issued.

## N Determination Warning

If a student is not meeting the course requirements or fails to complete an assessment task by the due date they are given what is termed a non-completion warning letter. A copy of the N Warning letter is issued to the student and posted home, the letter 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 NESA.

Stage 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.

If you fail to comply with NESA's requirements for the Higher School Certificate, you may receive an 'N' Determination in a subject. This means that the course will not appear on your Record of Achievement and in some cases, this will mean that you will be ineligible for the award of the Higher School Certificate.

For more information see the NESA ACE Manual (<https://ace.nesa.nsw.edu.au/ace-8021>)

### '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 HSC. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination.

## 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:

1. 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. If the work is not completed and/or there is no improvement, then:
2. Warning 2 – A 'SECOND' formal warning letter will be issued, and contact will be made with the Head Teacher and your parent/guardian. If this work is not completed and there is still no improvement, then:
3. Warning 3 - You will be interviewed by the Deputy Principal and a 'THIRD' formal warning letter will be issued. The Deputy Principal or 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 may formally be made.

# N DETERMINATION FLOW CHART



This process is to be followed for each course.

This flowchart is designed to assist students and parents/carers to understand the process.



1 <sup>st</sup> event – CLASSROOM TEACHER	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>	Initial discussion with Student Additional discussion with parent / carer
	Classwork not completed OR Assessment task not complete/submitted on time OR Non-serious attempt.	1 <sup>st</sup> N-warning letter through: <ul style="list-style-type: none"> <li>• letter of concern</li> <li>• telephone call</li> </ul> 1 <sup>st</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>• phone call home from teacher</li> <li>• reissuing copies of Assessment tasks/classwork/textbook work</li> <li>• Student acknowledgement of receiving task</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>• Although zero penalty will still apply</li> </ul>
Continual consultation to occur between teacher and HT			
2 <sup>nd</sup> event – HEAD TEACHER	Student concern	Intervention(s)	Support provided for student
	Classwork not completed Non serious attempt Assessment task not complete/submitted on time. 1 <sup>st</sup> N-warning letter not actioned	2 <sup>nd</sup> N-warning letter	Will involve: <ul style="list-style-type: none"> <li>• reissuing copies of tasks/classwork/textbook work</li> </ul> or <ul style="list-style-type: none"> <li>• providing alternative tasks</li> <li>• discussion with HT</li> <li>• phone call home from HT</li> </ul> also include: <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>
Referral & consultation with Deputy Principal to initiate joint monitoring process.			
3 <sup>rd</sup> and final event – DEPUTY PRINCIPAL	Student concern	Intervention(s)	Support provided for student
	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 3 <sup>rd</sup> and final warning letter	Will involve: <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> and may also include: <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>
OR			
Parent interview with Principal and Principal will proceed with N Determination process with NESA			



## REPORTING

A school report is issued each semester. Reports should reflect the extent to which students have met a range of the outcomes that have been assessed for each subject. Work habits as well as an overall grade will usually be included. Where this is not possible, the report comment may indicate that a grade was not awarded.

In Years 10-12, where a student has been '**N**' determined in a subject, this '**N**' determination will be reported upon in the Semester 2 Report.

## 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:

- Part of the task will be used to calculate the assessment mark.
- The weighting of the task may be reduced, and additional weighting added to a future task
- 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.

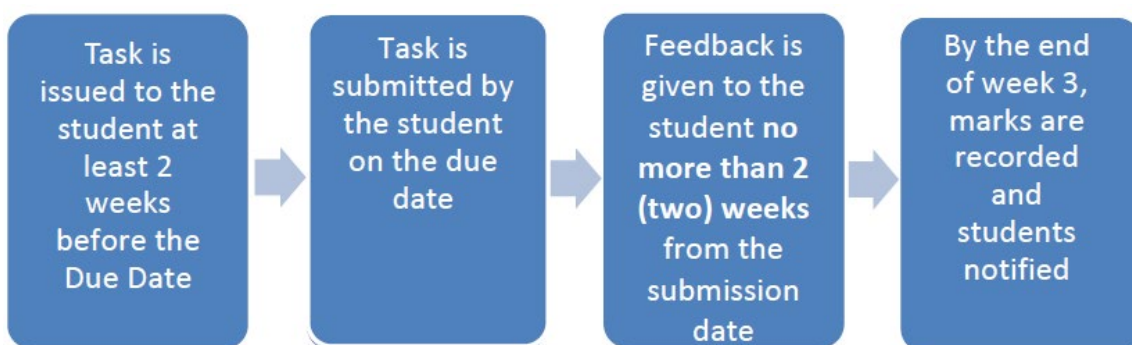
## FEEDBACK TO STUDENTS

Following a formal assessment task, teachers will provide positive and constructive feedback to students that may identify strengths and weaknesses, correct misunderstandings, state clearly how students can improve and allow 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:

- oral discussion with class, groups or individual students
- written annotations on the submitted work
- general comments to the class about those aspects of the activity or task in which students excelled and those aspects that still need addressing
- examples of good responses
- 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**.



## DRAFT PROCEDURES

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

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

### Procedures:

- A. Drafting is encouraged, but not compulsory.
- B. When students request feedback on a draft, they must submit it to the teacher as specified by the teacher.
- C. Students are to submit drafts outside of class time.
- D. Teachers will return drafts once completed for student review and application.
- E. Students can submit **one draft** per assessment task to their teacher for feedback.
- F. 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.
- G. Assessment Tasks will be issued a minimum of two weeks before the due date.

## DISABILITY PROVISIONS AND ADJUSTMENTS

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 head teacher and read the NESA guideline at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disabilityprovisions>

## 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.

## 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). 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, the outcomes related to the syllabuses and provide a general description of typical performance.

### 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

### Strongest 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.<sup>1</sup>

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 2025. 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-core-skills-framework>

# HSC MINIMUM STANDARD OF LITERACY AND NUMERACY

EXPLAINED



NSW Education Standards Authority

## SECTION 2

COMMUNICATING WITH  
OUR SCHOOL  
NESA REQUIREMENTS  
PATTERN OF STUDY  
AND TERMINOLOGY

## 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 11 has 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. 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:
Classroom Teachers	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.
Head Teachers of Each Subject Area	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.
Learning and Support Teachers	If a parent/carer feels that their child needs some support in the classroom due to diverse learning needs.
Year Adviser	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.
Head Teacher Wellbeing	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).
Deputy Principal	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.
Principal	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.



# 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 of a proposition
<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

## PATTERN OF STUDY REQUIREMENTS CHECKLIST

# FOR THE 2026 HIGHER SCHOOL CERTIFICATE

✓	<b>Do students who will complete the Higher School Certificate in 2026 meet the following pattern of study requirements?</b>
	At least 12 units of Preliminary courses and 10 units of HSC courses. [Ref: <a href="#">Assessment Certification Examination (ACE)</a> , <a href="#">ACE 8005</a> ]
	At least 2 units of a Board Developed Course in English (or 2 units of the Content Endorsed Course <i>English Studies</i> ) 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: <a href="#">ACE 8006</a> ]
	<p>Mathematics Standard can be studied with no other Mathematics Course.            Maths prerequisites for USyd courses from 2024/2025.  <b>Please check with careers teacher for any changes to this information</b>            The University of Sydney is introducing maths as a prerequisite for some courses. You will need a Band 4 in HSC Mathematics (<b>not</b> 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</p>
	Met eligibility requirements for the English (EAL/D) course [Ref: <a href="#">ACE 8007</a> ]
	Met eligibility requirements and completed the <a href="#">NESA eligibility</a> 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: <a href="#">ACE 8002</a> ]
	<p>All students undertaking Year 11 or HSC courses are required to complete the <i>HSC: All My Own Work</i> program (or equivalent) prior to the school's submission of students' 2026 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 <i>HSC: All My Own Work</i> program (or equivalent) is optional for students undertaking <b>only</b> Stage 6 Life Skills courses. Schools are encouraged to devise an appropriate equivalent of the <i>HSC: All My Own Work</i> program for students with disability, as necessary.</p>
	Board Endorsed Courses have current endorsement
	<p>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 <a href="#">ACE 7001</a>, <a href="#">8010</a>, <a href="#">8011</a>, <a href="#">8012</a> <a href="#">8018</a> PLUS also check your school BEC decision letters or check for BEC decisions via <a href="#">Schools Online</a>.]            VET course exclusions are available on the NESA website under <a href="#">Vocational Education</a>.</p>
<b>REMINDERS</b>	
	<p>Students seeking an Australian Tertiary Admission Rank (ATAR) in 2026 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: Board Endorsed Courses and Content Endorsed Courses, including VET Board Endorsed Courses, the Content Endorsed Course, <i>English Studies</i>, 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.</b></p>
	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 <a href="#">ACE website: Satisfactory completion, Pathways and Credit transfer and Recognition of Prior Learning</a> 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 <a href="#">disability provisions</a> 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 <a href="#">ACE website: Studying HSC Life Skills courses</a> ].
	Schools are responsible for overseeing the delivery of VET courses by external providers.

# SECTION 3

## COURSE ASSESSMENT SCHEDULES

- ENGLISH
- CREATIVE AND PERFORMING ARTS (CAPA)
- HUMAN MOVEMENT SCIENCE (PDHPE)
- HUMAN SOCIETY AND ITS ENVIRONMENT (HSIE)
- MATHEMATICS
- SCIENCE
- TECHNOLOGY AND APPLIED STUDIES (TAS)
- VOCATIONAL EDUCATION AND TRAINING (VET)
- HOSPITALITY

### 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 occur.

Students will receive advance notification of assessment takes at least two weeks prior to any task. Students will sign for any alternation to the this published assessment schedule.

SUBJECT	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.

Outcome	Assessment Description					
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.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding	Skills in responding to texts & communication of ideas appropriate to audience, purpose & context across all modes	Total
1	Common Module: Reading to Write Imaginative Response & Reflection	Term 1 Week 9	EN11-4 EN11-7 EN11-9	10	15	25
2	Module B: Close Study of Literature Multimodal Presentation	Term 2 Week 8	EN11-2 EN11-6 EN11-8	20	20	40
3	Module A: Contemporary Possibilities Examination	Term 3 Preliminary Exam Period	EN11-1 EN11-3 EN11-5 EN11-8	20	15	35
				50	50	100

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

Outcome	Assessment Description					
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.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to	Total
1	<b>Common Module:</b> Imaginative Response & Reflection	Term 1 Week 9	EA11-1 EA11-4 EA11-9	10	15	25
2	<b>Module A:</b> Multimodal Presentation	Term 2 Week 9	EA11-2 EA11-6 EA11-7 EA11-8	20	20	40
3	<b>Module B:</b> Examination	Term 3 Preliminary Exam Period	EA11-3 EA11-5 EA11-8	20	15	25
				<b>50</b>	<b>50</b>	<b>100</b>

SUBJECT	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.

Outcome	Assessment Description					
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.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to	Total
1	Module A: Language and Texts in Context Imaginative Response & Reflection	Term 1 Week 10	EAL11-1A EAL11-7 EAL11-8 EAL11-9	20	20	40
2	Module B: Close Study of Text Extended Written Response	Term 2 Week 9	EAL11-1B EAL11-2 EAL11-3 EAL11-4 EAL 11-5	15	15	30
3	Module C: Texts & Society Multimodal Task	Term 3 Preliminary Exam Period	EAL11-1A EAL11-6 EAL11-7 EAL11-8	15	15	30
				50	50	100

SUBJECT	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.

Outcome	Assessment Description					
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.				<b>Weighting and components</b>		
Task Number	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
<b>1</b>	Module: Texts Culture & Value Extended Response	Term 1 Week 10	EE11-3 EE11-4 EE11-5	15	15	30
<b>2</b>	Module: Texts Culture & Value Related Project Multimodal Task	Term 3 Week 1	EE11-1 EE11-3 EE11-4 EE11-6	20	20	40
<b>3</b>	Module: Texts Culture & Value Examination	Term 3 Preliminary Exam Period	EE11-2 EE11-3 EE11-5 EE11-6	15	15	30
				<b>50</b>	<b>50</b>	<b>100</b>

SUBJECT	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.

Outcome	Assessment Description					
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.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in comprehending texts, communicating ideas using language accurately, appropriately & effectively	Total
1	Module: Achieving through English: Job Application	Term 1 Week 10	ES11-1 ES11-3 ES11-5	15	15	30
2	Module: On the Road Multimodal Presentation	Term 2 Week 9	ES11-2 ES11-4 ES11-8	15	15	30
3	All Modules: Portfolio of Classwork	Term 3 Week 5	ES11-1 ES11-4 ES11-6 ES11-7 ES11-9 ES11-10	20	20	40
<b>Component Weighting</b>				<b>50</b>	<b>50</b>	<b>100</b>



SUBJECT	CHINESE BEGINNERS
Outcome	Description
1.1	Establishes and maintains communication in Chinese
1.2	Manipulates linguistic structures to express ideas effectively in Chinese
1.3	Sequences ideas and information
1.4	Applies knowledge of the culture of Chinese-speaking communities to interact appropriately
2.1	Understands and interprets information in texts using a range of strategies
2.2	Conveys the gist of and identifies specific information in texts
2.3	Summarises the main points of a text
2.4	Draws conclusions from or justifies an opinion about a text
2.5	Identifies the purpose, context and audience of a text
2.6	Identifies and explains aspects of the culture of Chinese-speaking communities in texts
3.1	Produces texts appropriate to audience, purpose and context
3.2	Structures and sequences ideas and information
3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Chinese
3.4	Applies knowledge of the culture of Chinese-speaking communities to the production of texts

Outcome	Assessment Description					
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.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to	Total
<b>1</b>	Class task /presentation: Family life, home and neighbourhood	Term 2, Week 3	1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Understanding texts, interacting	Listening, Speaking	L: 20% S: 10%
<b>2</b>	Class task: Friends, recreation and pastimes	Term 2, Week 9	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.4	Understanding Texts, Producing Texts	Reading, Writing	R: 20% W: 10%
<b>3</b>	Written Examination: All learnt topics from T1 to 3	Term 3, Week 8*	1.1, 1.3, 1.4, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	Understanding Texts, Interacting, Producing Texts	Listening, Reading, Writing, Speaking	R: 10% L: 10% W: 10% S: 10%
						<b>100</b>

SUBJECT	CHINESE & LITERATURE
Outcome	Description
1.1	Conveys information, opinions and ideas appropriate to context, purpose and audience
1.2	Exchanges and justifies opinions and ideas
1.3	Uses appropriate features of language in a variety of contexts
2.1	Sequences and structures information and ideas
2.2	Uses a variety of features to convey meaning
2.3	Produces texts appropriate to context, purpose and audience
2.4	Produces texts which are persuasive, creative and discursive
3.1	Identifies main points and detailed items of specific information
3.2	Summarises and interprets information and ideas
3.3	Infers points of view, values, attitudes and emotions from features of language in texts
3.4	Compares and contrasts aspects of texts
3.5	Presents information in a different form and/or for a different audience
3.6	Explains the influence of context in conveying meaning
3.7	Recognises, analyses and evaluates the effectiveness of a variety of features in texts
3.8	Responds to texts personally and critically
4.1	Examines and discusses sociocultural elements in texts
4.2	Recognises and employs language appropriate to different sociocultural contexts
4.3	Compares and contrasts Australian and Chinese communities

Outcome	Assessment Description					
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.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to	Total
1	In class report: The individual and the community	Term 1, Week 6-8	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.5, 3.7, 3.8	Analyse, evaluate and respond to a range of texts that are in Chinese; Express ideas through the production of original texts in Chinese	Listening & Responding, Writing	L & R: 10% W:15%
2	Movie Analysis: Youth culture	Term 2, Week 4-8	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.8	Exchange information, opinions and ideas in Chinese; Analyse, evaluate and respond to a range of texts that are in Chinese; Understand aspects of the language and culture of Chinese-speaking communities	Reading & Responding, Speaking	R & R: 25 S:10% %
3	Yearly Examination on all learnt topics from T1 to 3	Term 3, Week 8*	1.2, 1.3, 2.3, 2.4, 3.3, 3.4, 3.6, 3.7, 4.1, 4.2, 4.3	Exchange information, opinions and ideas in Chinese; Analyse, evaluate and respond to a range of texts that are in Chinese; Express ideas through the production of original texts in Chinese	Listening & Responding, Reading & Responding, writing	L & R: 10% R & R: 15% W: 15%
<b>Total</b>				<b>L &amp; R: 20%; R&amp; R: 40%; S: 10%; W: 30%</b>		<b>100</b>



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

Outcome	Assessment Description					
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 Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to	Total
1	Epic Theatre - Group Performance and Rationale/Logbook	Term 1, Week 8	P1.1, P1.2, P1.3, P1.5, P1.6, P1.7, P1.8, P2.1, P2.3, P2.4,	10%	20%	30%
2	Play Study - Individual Project and Rationale	Term 2, Week 8	P1.4, P2.2, P2.5, P3.2, P3.4	20%	10%	30%
3	Play Study - Performance and Essay	Term 3, Week 7	P1.1, P2.6, P3.1, P3.2, P3.3,	25%	15%	40%

SUBJECT	MUSIC
Outcome	Description
P.1	performs music that is characteristic of the topics studied
P.2	observes, reads, interprets and discusses simple musical scores characteristic of topics studied
P.3	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
P.4	recognises and identifies the concepts of music and discusses their use in a variety of musical styles
P.5	comments on and constructively discusses performances and compositions
P.6	observes and discusses concepts of music in works representative of the topics studied
P.7	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
P.8	identifies, recognises, experiments with and discusses the use of technology in music
P.9	performs as a means of self-expression and communication
P.10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
P.11	demonstrates a willingness to accept and use constructive criticism

Outcome	Assessment Description							
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.				<b>Weighting and components</b>				
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Perform	Compose	Viva Voce	Aural	Total
1	Jazz Performance & Viva Voce	T1 W8	P1 P2 P6 P9 P10	25		15		40
2	Music for Small Ensembles Composition & Viva Voce	T2 W6	P3 P5 P7 P8 P11		25	10		35
3	Music for Film Aural Skills	T3 W6	P4 P6				25	25
				25	25	25	25	100

SUBJECT	VISUAL ARTS
Outcome	Description
P.1	explores the conventions of practice in artmaking
P.2	explores the roles and relationships between the concepts of artist, artwork, world and audience
P.3	Identifies the frames as the basis of understanding expressive representation through the making of art
P.4	investigates subject matter and forms as representations in artmaking
P.5	investigates ways of developing coherence and layers of meaning in the making of art
P.6	explores a range of material techniques in ways that support artistic intentions
P.7	explores the conventions of practice in art criticism and art history
P.8	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
P.9	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P.10	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Outcome	Assessment Description					
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.				<b>Weighting and components</b>		
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Knowledge and understanding of course content	Skills in responding to	Total
1	Still Life drawing and Extended Response	Term 1, WK 10	P1, P2, P3, P4, P5, P6, P7, P9.	15%	20%	35%
2	Portrait painting and extended written response	Term 2, WK 10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	15%	20%	35%
3	Grey Scale artwork and Booklet	Term 3, WK 5	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10		10%	10%
4	Written examination	Exam Period Term 3	P6, P7, P8, P9, P10	20%		20%
				<b>50</b>	<b>50</b>	<b>100</b>

SUBJECT	COMMUNITY AND 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

Outcome	Assessment Description						
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 Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Life Skills Outcomes	Knowledge and understanding of course content	Skills in responding to	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 and Groups</b> In-class observation and hand-in report.	Term 2, Observation - Week 8, Hand-in Task - 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 Examination Week	P6.1, P6.2		20	20	40

<b>Component Weighting</b>	<b>60</b>	<b>40</b>	<b>100</b>
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<b>SUBJECT</b>	<b>HUMAN MOVEMENT SCIENCE</b>
<b>Outcome</b>	<b>Description</b>
HM-11-01	interprets meanings, measures and patterns of health experienced by Australians
HM-11-02	analyses methods and resources to improve and advocate for the health of young Australians
HM-11-03	analyses the systems of the body in relation to movement
HM-11-04	investigates movement skills and psychology to improve participation and performance
HM-11-05	Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
HM-11-06	Analysis: analyses the relationships and implications of health and movement concepts
HM-11-07	Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
HM-11-08	Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
HM-11-09	Problem-solving: proposes and evaluates solutions to health and movement issues
HM-11-10	Research: analyses a range of sources to make conclusions about health and movement concepts

<b>Outcome</b>	<b>Assessment Description</b>						
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.					<b>Weighting and components</b>		
<b>Task Number</b>	<b>Topic &amp; Type of Task</b>	<b>Due Date</b>	<b>Syllabus Outcomes</b>	<b>Life skills outcome</b>	<b>Skills</b>	<b>Knowledge</b>	<b>Total</b>
<b>1</b>	<b>Health for Individuals and Communities:</b> Research Task	Week 8, Term 1	HM-11-01 HM-11-02 HM-11-08 HM-11-09 HM-11-10	HM-LS-08 HM-LS-09 HM-LS-11	20	10	30
<b>2</b>	<b>The Body and Mind in Motion:</b> Collaborative Investigation	Weeks 4-8 Term 2	HM-11-05 HM-11-06 HM-11-07 HM-11-10	HM-LS-12 HM-LS-13 HM-LS-16 HM-LS-18 HM-LS-20 HM-LS-21	20	10	30
<b>3</b>	Yearly Examination	Term 3, During Year 11 Examination Week	HM-11-01 - HM-11-10	HM-LS-1 - HM-LS-21	20	20	40
					<b>60</b>	<b>40</b>	<b>100</b>



SUBJECT	SPORTS, LIFESTYLE AND RECREATION
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

Outcome	Assessment Description					
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.				<b>Weighting and components</b>		
Task Number	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 8	2.4, 4.3, 4.5	10%	20%	30%
2	<b>Module 2: Fitness</b> Design and present a fitness session	Term 2, Part A- Week 7 Part B- Weeks 7-9	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	20%	20%	40%
3	<b>Module 3: Outdoor Recreation</b> Compose a risk assessment (Hand in task)	Term 3, Week 5	1.1,1.3,2.3,4.1, 4.2,4.4	20%	10%	30%
<b>Component Weighting</b>				<b>50</b>	<b>50</b>	<b>100</b>

SUBJECT	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	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

Outcome		Assessment Description						
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.								
Task Num ber	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components				
				Knowledge and understandi ng of course content	Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	Research and inquiry methods, including aspects of the Local Community Case Study	Communicati on of information, ideas and issues in appropriate forms	Total
1	Extended response	Week 9, term 1	P1.1 P1.2 P1.3	20	5		5	30
2	Mini research task	week 1 term 3	P2.2 P3.3 P4.1P4.2 P4.3	10	10	10	10	40
3	Preliminary examination	Exam period term 3	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
				40	15	20	25	100

<b>SUBJECT</b>	<b>ANCIENT HISTORY</b>
<b>Outcome</b>	<b>Description</b>
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

Outcome		Assessment Description						
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.								
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components				
				Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms	Total
1	Test of limited Scope:	Term 1 Week 9	AH11-6 AH11-9	20	5		5	30
2	Historical investigation	Term 2 Week 10	AH11-1 AH11-3 AH11-7 AH11-8 AH11-10	10	5	10	5	30
3	Preliminary Examination	Term 3 Weeks 8-9	AH11-1 AH11-5 AH11-9	10	10	10	10	40
				40	20	20	20	100

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

Outcome		Assessment Description						
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.								
Task Num ber	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components				
				Knowledge and understanding of course content	Stimulus- based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms	Total
1	Nature of Business - Business Report	Term 1 Week8		10	5	10	5	30
2	Business Planning: Business Plan	Term 2 Week9		15		10	5	30
3	Preliminary examination all topics	Term 3 Yearly exam period	P4, P8, P9, P10	15	15		10	40
				40	20	20	20	100

SUBJECT	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	selects and organises information from a variety of sources for relevance and reliability
P10	communicates economic information, ideas and issues in appropriate forms
P11	applies mathematical concepts in economic contexts
P12	works independently and in groups to achieve appropriate goals in set timelines

Outcome		Assessment Description					
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.							
Task Number	Topic & Type of Task	Due Date	Weighting and components				
			Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms	Total
1	Case Study: Indonesia Report	Term 1, Week 7	5	5	10	5	25
2	Stimulus Based Writing Task: Labour Markets	Term 2, Week 6	10	10	5	10	35
3	Yearly Exam	Term 3, Week 8	25	5	5	5	40
Component Weighting %			40	20	20	20	100

SUBJECT	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

Outcome		Assessment Description						
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.								
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components				
				Knowledge and understanding of course content	Analysis and evaluation	Inquiry and research	Communication of legal information, ideas and issues in appropriate forms	Total
1	In Class Test with pre-seen extended response question	Term 1, Week 8	P4, P7, P8	10	10		10	30
2	Media File and Essay Submission	Term 2, Week 6	P5, P9, P10	10		20		30
3	Preliminary Examination	Term 3	P1, P3, P6	20	10		10	40
				40	20	20	20	100

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

Outcome	Assessment Description							
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.								
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components				
				Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretations	Historical inquiry and research	Communication of historical understanding in appropriate forms	Total
1	Test of Limited Scope	Term 1 Week 9	MH11-6 MH11-9	20	5		5	30
2	Historical investigation	Term 2 Week10	MH11-1 MH11-3 MH11-7 MH11-8 MH11-10	10	5	10	5	30
3	Preliminary Examination	Term 3 Weeks 8-9	MH11-1 MH11-5 MH11-9	10	10	10	10	40
				40	20	20	20	100

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

Outcome		Assessment Description					
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.							
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components			
				Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communication of information, ideas and issues in appropriate forms	Total
1	The Social Cultural World Test of limited Scope	Term 1 Week 9	P1 P9	15	10	5	30
2	Mlni - PIP - Research Task	Term 2 Week 8	P8 P7 P10	10	10	10	30
3	Preliminary examination	Term 3 Weeks	P2 P5 P9	25	10	5	40
				50	30	20	100



SUBJECT	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

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Skills	Knowledge and Understanding	Total
1	Resume	Term 1 Week 9	2,3,5	20	10	30
2	Case study report and 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
				70	30	100

SUBJECT	MATHEMATICS STANDARDS
Outcome	Description
MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two -dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Skills	Knowledge and Understanding	Total
1	In class assessment task	Term 1 Week 8	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-9 MS11-10	15	15	30
2	Investigation style task and validation	Term 2 Week 1	MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-9 MS11-10	15	15	30
3	In class assessment	Term 2 Week 7	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-10	20	20	40
				50	50	100

SUBJECT	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

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Understanding, fluency and communication	Problem solving, reasoning and justification	Total
1	In class assessment	Week 8 Term 1	MA11-1 MA11-2 MA11-9	15	15	30
2	Investigation style task and validation	Week 1 Term 2	MA11-2 MA11-3 MA11-4 MA11-8 MA11-9	15	15	30
3	In Class assessment	Week 7 Term 3	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9	20	20	40
				50	50	100

SUBJECT	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

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Skills in responding to	Total
1	In class assessment	Term 1 Week 10	ME11-1 ME11-2 ME11-6 ME11-7	15	15	30
2	In class assessment	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
				50	50	100

SUBJECT	BIOLOGY			
Outcome	Description	Task 1	Task 2	Task 3
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.			✓

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and Understanding	Skills in Working Scientifically	Total
1	Depth Study	Term 1 Week 9	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-5 BIO11/12-7 BIO11-10	10	20	30
2	Practical Examination	Term 2 Week 9	BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7 BIO11-8	5	25	30
3	Yearly Examination	Term 3 Yearly Examination Block	BIO11/12-1 BIO11/12-2 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	25	15	40
				40	60	100

SUBJECT	CHEMISTRY			
Outcome	Description	Task 1	Task 2	Task 3
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.			✓

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and Understanding	Skills in Working Scientifically	Total
1	Practical Examination	Term 1 Week 8	CH11/12-2 CH11/12-3 CH11/12-4 CH11-8	10	20	30
2	Depth Study	Term 2 Week 8	CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	10	30	40
3	Yearly Examination	Term 3 Yearly Examination Block	CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11	20	10	30
				40	60	100

SUBJECT	EARTH AND ENVIRONMENTAL SCIENCE			
Outcome	Description	Task 1	Task 2	Task 3
EES11/12-1	Develops and evaluates questions and hypotheses for scientific investigation.	✓	✓	✓
EES11/12-2	Designs and evaluates investigations in order to obtain primary and secondary data and information.	✓	✓	✓
EES11/12-3	Conducts investigations to collect valid and reliable primary and secondary data and information.		✓	
EES11/12-4	Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.	✓	✓	✓
EES11/12-5	Analyses and evaluates primary and secondary data and information.	✓	✓	✓
EES11/12-6	Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.	✓		✓
EES11/12-7	Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.	✓	✓	✓
EES11-8	Describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated.		✓	✓
EES11-9	Describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries.			✓
EES11-10	Describes the factors that influence how energy is transferred and transformed in the Earth's systems.			✓
EES11-11	Describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes.	✓		✓

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and Understanding	Skills in Working Scientifically	Total
1	Skills Test	Term 1 Week 8	EES11/12-1 EES11/12-2 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-11	10	20	30
2	Depth Study	Term 2 Week 8	EES11/12-1 EES11/12-2 EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-7 EES11-8	10	25	35
3	Yearly Examination	Term 3 Yearly Examination Block	EES11/12-1 EES11/12-2 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-8 EES11-9 EES11-10 EES11-11	15	20	35
				35	65	100

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

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and Understanding	Skills in Working Scientifically	Total
1	Depth Study	Term 1 Week 7	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8	10	25	35
2	Practical Examination	Term 2 Week 5	PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-9	5	20	25
3	Yearly Examination	Term 3 Yearly Examination Block	PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	25	15	40
				40	60	100



SUBJECT	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

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Skills in responding to designing, managing, producing and evaluating a major design project	Total
1	Project Proposal (Portfolio)	Term 2 Week 1 May 1st	P1.1, P2.1, P3.1, P4.1, P4.2, P4.3, P6.1		30	30
2	Preliminary Project (Portfolio and Practical)	Term 3 Week 7	P2.2, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2		30	30
3	Preliminary Examination (Exam)	Term 3 Exam Week	P1.1, P2.2, P5.1, P5.2, P5.3	40		40
				40	60	100

SUBJECT	ENGINEERING STUDIES
Outcome	Description
P1.1	identifies the scope of engineering and recognises current innovations
P1.2	explains the relationship between properties, structure, uses and applications of materials in engineering
P2.1	describes the types of materials, components and processes and explains their implications for engineering development
P2.2	describes the nature of engineering in specific fields and its importance to society
P3.1	uses mathematical, scientific and graphical methods to solve problems of engineering practice
P3.2	develops written, oral and presentation skills and applies these to engineering reports
P3.3	applies graphics as a communication tool
P4.1	describes developments in technology and their impact on engineering products
P4.2	describes the influence of technological change on engineering and its effect on people
P4.3	identifies the social, environmental and cultural implications of technological change in engineering
P5.1	demonstrates the ability to work both individually and in teams
P5.2	applies management and planning skills related to engineering
P6.1	applies knowledge and skills in research and problem-solving related to engineering
P6.2	applies skills in analysis, synthesis and experimentation related to engineering

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Knowledge and skills in research, problem solving and communication related to engineering practice	Total
1	Engineering Fundamentals (In-class written assessment)	Week 7, Term 1	P1.2, P2.1, P3.1, P4.1, P4.3.	20	10	30
2	Biomedical engineering report (Engineering report)	Week 5, Term 3	P2.2, P3.2, P4.2, P5.2, P6.1, P6.2.	20	10	30
3	Preliminary Examination (Formal written examination)	Preliminary exam period	P1.1, P1.2, P2.1, P3.1, P3.3, P5.2.	20	20	40
				60	40	100

SUBJECT	SOFTWARE ENGINEERING
Outcome	Description
SE-11-01	describes methods used to plan, develop and engineer software solutions
SE-11-02	explains how structural elements are used to develop programming code
SE-11-03	describes how current hardware, software and emerging technologies influence the development of software engineering solutions
SE-11-04	applies safe and secure practices to collect, use and store data
SE-11-05	describes the social, ethical and legal implications of software engineering on the individual, society and the environment
SE-11-06	applies tools and resources to design, develop, manage and evaluate software
SE-11-07	implements safe and secure programming solutions
SE-11-08	applies language structures to refine code
SE-11-09	manages and documents the development of a software project

Outcome	Assessment Description					
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.						
Task Number	Topic & Type of Task	Due Date	Syllabus Outcomes	Weighting and components		
				Knowledge and understanding of course content	Skills in responding to	Total
1	Programming Fundamentals (GUI Application Development Project and Structured Progress Interview)	Team 1 Week 9	SE-11-01, SE-11-02, SE-11-03,	10	20	30
2	Mechatronics	Team 3 Week 8	SE-11-06, SE-11-07, SE-11-08, SE-11-09	15	25	40
3	Preliminary Examination Object Oriented Programming(Exam)	Team 3 Exam Week	, SE-11-04, SE-11-05, SE-11-06, SE-11-08	25	5	30
				50	50	100

SUBJECT	HOSPITALITY				
<b>Qualification</b>	<b>SIT20322 Certificate II in Hospitality</b> Cohort 2025 – 2026, Training Package SIT Tourism, Travel and Hospitality				
<b>Code</b>	<b>Unit of Competency</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
SITXFSA005	Use hygienic practices for food safety	✓			
SITXWHS005	Participate in safe work practices	✓			
SITXFSA006	Participate in safe food handling practices	✓			
SITHCCC025	Prepare and present sandwiches	✓			
SITXCCS011	Interact with customers		✓		
SITXCOM007	Show social and cultural sensitivity		✓		
SITHIND006	Source and use information on the hospitality industry			✓	
SITHFAB024	Prepare and serve non-alcoholic beverages				✓
SITHFAB025	Prepare and serve espresso coffee				✓
SITHFAB027	Serve food and beverages				✓
BSBTWK201	Work effectively with others				✓
SITHIND007	Use hospitality skills effectively				✓

Assessment Tasks for SIT20322 Certificate II in Hospitality			
The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students			
Task Number	Topic & Type of Task	Dates	Syllabus Outcomes
1	Safety in the Kitchen	Term 2 2025, Weeks 4-6 19/05 - 6/06/2025	SITXFSA005, SITXWHS005, SITXFSA006, SITHCCC025
2	Service Please	Term 3 2025, Week 4-6 11/08 – 29/08/2025	SITXCCS011, SITXCOM007
<b>OPTIONAL:</b> Examination		Term 3 2025	40% of Year 11 marks will go towards HSC Estimate mark.
3	The Hospitality Industry	Term 4 2025, Weeks 4-6 3/11 – 21/11/2025	SITHIND006
4	Working in the Hospitality Industry	Term 2 2026, Weeks 5-11 18/05 – 3/07/2026	SITHFAB024, SITHFAB025, SITHFAB027, BSBTWK201, SITHIND007
Examinations			
1	OPTIONAL Exam	Term 3, 2025	40% of Year 11 marks will go towards HSC Estimate mark.
2	HSC Trial Exam	Term 3, 2026	60% of Year 12 Trial marks will go towards HSC Estimate mark.
Work Placement			
1	Year 11 Work Placement	Term 2, Week 8, 16 – 20/06/2025	
2	Year 12 Work Placement	Term 4, Week 8, 1 – 5/12/2025	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

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

# FORMS AND PLANNER

The background of the page is a solid dark blue. Overlaid on this are several large, overlapping, lighter blue shapes that resemble stylized leaves or petals, arranged in a vertical, symmetrical pattern. In the bottom right corner, there is a faint, light blue silhouette of a tree with a central trunk and several branches.

# ILLNESS/MISADVENTURE/EXTENSION APPLICATION FORM

## ALEXANDRIA PARK COMMUNITY SCHOOL ILLNESS OR MISADVENTURE APPLICATION FORM



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

☐ Illness ☐ Misadventure ☐ Extension

### Task Description:

- ☐ Hand in Task  
☐ Oral Presentation  
☐ Examination  
☐ Other . \_\_\_\_\_

### Supporting Documentation:

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

### Desired outcome: (Attach supporting documentation)

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

### Signatures:

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

### Head Teacher Recommendations:

Upheld	Dismissed
<input type="checkbox"/> Estimate to be given, ranking to be maintained <input type="checkbox"/> Alternative task to be set, rank to be maintained <input type="checkbox"/> Alternate task to be completed, rank can improve <input type="checkbox"/> Task to be completed <input type="checkbox"/> Marks to be revisited <input type="checkbox"/> Revised due date: _____ <input type="checkbox"/> Other _____	<input type="checkbox"/> Zero marks to be awarded to completed task <input type="checkbox"/> Marks to count <input type="checkbox"/> Marks to be deducted <input type="checkbox"/> Task to be completed, ranking cannot improve <input type="checkbox"/> Other _____
<b>Comment:</b>	<b>Head Teacher Signature:</b>

### Checklist:

- ☐ Medical certificate and/or supporting documentation is attached  
☐ Submission is within timeframes outlined in the Assessment Guidelines  
☐ Communication of outcomes to student and parent by Head Teacher  
☐ Details of outcomes recorded in Sentral by Deputy Principal

**Complete the form and submit to the Deputy Principal for final decision:**

**Decision:** \_\_\_\_\_

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

## APPEAL FORM



### ALEXANDRIA PARK COMMUNITY SCHOOL APPEAL FORM

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

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.**



## MY PERSONAL ASSESSMENT PLANNER

SUBJECT	TASK 1	TASK 2	TASK 3
English Standard			
English Advanced			
English EAL/D			
English Studies			
English Extension 1			
Chinese Beginners			
Chinese Culture and Literature			
Drama			
Music			
Visual Arts			
Aboriginal Studies			
Business Studies			
Economics			
Legal Studies			
Modern History			
Society & Culture			
Work Studies			
Mathematics Standard			
Mathematics Advanced			
Mathematics Extension 1			
Biology			
Chemistry			
Earth and Environmental Science			
Physics			
Design & Technology			
Engineering			
Software Engineering			
Community & Family Studies (CAFS)			
Human and Movement Science(PDHPE)			
Sport, Lifestyle & Recreation Studies (SLR)			
Hospitality			

## NOTES

## NOTES

# ALEXANDRIA PARK COMMUNITY SCHOOL



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