



# TURRAMURRA HIGH SCHOOL

## YEAR 11 (PRELIMINARY)

### ASSESSMENT SCHEDULES

#### 2021

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## Table of Contents

Introduction .....	3
English Faculty .....	4
Creative and Performing Arts (CAPA) Faculty .....	13
Human Society and Its Environment (HSIE) Faculty .....	24
Language Faculty .....	41
Mathematics Faculty .....	48
Personal Development, Health & Physical Education (PDHPE) Faculty .....	55
Science Faculty .....	60
TAS - Computing Faculty .....	71
TAS - Home Economics Faculty .....	76
TAS - Industrial Arts Faculty .....	83
Vocational Education and Training .....	90

# Introduction

The following assessment schedules are provided to help students plan their time and prepare for the year ahead. The assessment schedules are to be used as a guide only, as the timing of some assessment tasks may have to be altered due to a range of unforeseen issues. For example, some subjects may be working from new syllabi in 2019. That means the proposed timing of units of work may not be as accurate as planned – some units may take longer to complete than expected. This may have a flow-on affect to the timing of certain associated assessment tasks. Students will always be given a minimum of two weeks' notice prior to any assessment task.

Each schedule should be read in conjunction with the "**Year 11 (Preliminary) and HSC Assessment Policy**" document which provides more advice and detailed information as to each student's rights and responsibilities regarding assessment tasks.

Students are also reminded that they must work with 'diligence and sustained effort'. That means completion of 'non-assessable' tasks such as homework and active participation in class activities, as well as having key educational benefits, remain important ways in which students can demonstrate their diligence and sustained effort. Students must also successfully complete 12 units of study in Year 11 to be eligible for the award of the HSC in 2020.

Most subjects will have a formal Yearly Examination as one of their assessment tasks. These examinations are currently scheduled for Term 3, Weeks 7 – 9. The examination timetable will be sent to students closer to the examination period.

Students in Year 11, 2019 should be aware that in recent years NESAs has made some significant changes to the range, nature and number of assessment tasks for each subject, so the experience of older siblings may not apply to them this year.

# ENGLISH FACULTY

## English Standard – Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Common Module: Reading to Write</b> Imaginative text with reflection	<b>Contemporary Possibilities</b> Multimodal Presentation	<b>Yearly Examination</b> Extended Response	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 7–9	
<b>Outcomes assessed</b>	EN11-1, EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-8	
<b>Components</b>	<b>Weighting %</b>			
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English Standard – Year 11 course outcomes

### A student

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

## English Advanced – Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Common Module: Reading to Write</b> Imaginative text with reflection	<b>Narratives that Shape our World</b> Multimodal presentation	<b>Yearly examination</b> Critical response	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Weeks 7–9	
<b>Outcomes assessed</b>	EA11-1, EA11-3, EA11-5, EA11-9	EA11-2, EA11-3, EA11-5, EA11-6, EA11-7	EA11-1, EA11-3, EA11-5	
<b>Components</b>	<b>Weighting %</b>			
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English Advanced – Year 11 course outcomes

### A student

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



## English Extension – Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Texts, Culture &amp; Value</b> Imaginative response	<b>Independent Research Project</b> Multimodal presentation	<b>Yearly examination</b> Critical response	
<b>Timing</b>	Term 1, Week 8	Term 2, Weeks 9-10	Term 3, Weeks 7–9	
<b>Outcomes assessed</b>	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5	
<b>Components</b>	<b>Weighting %</b>			
Knowledge and Understanding of texts and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis composition and investigation	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## English Extension – Year 11 course outcomes

### A student

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

## English EAL/D (English as an Additional Language / Dialect) – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Texts & Society  Short Answer/Extended Response	Language and Texts in Context  Multimodal Presentation (including listening)	Close Study of Text  Yearly Examination	
Timing	Term 1, Week 10	Term 2, Weeks 9-10	Term 3, Weeks 7–9	
Outcomes assessed	EAL11-1A, EAL11-3, EAL11-5, EAL11-7, EAL11-8	EAL11-1A, EAL11-2, EAL11-6, EAL11-7, EAL11-8, EAL11-9	EAL11-1A, EAL11-1B, EAL11-3, EAL11-5, EAL11-7	
Components	Weighting %			
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

## English EAL/D (English as an Additional Language / Dialect) – Year 11 course outcomes

### A student

- EAL11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical 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 necessary for responding to and composing a wide range of texts in different 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 literary devices, language concepts and mechanics into new and different contexts
- EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
- EAL11-6 investigates and explains the relationships between texts
- EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds
- EAL11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
- EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

# **CREATIVE AND PERFORMING ARTS FACULTY (CAPA)**

## Drama Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Finding Truth</b> <b>Individual Performance/Group Performance and critical reflection</b>	<b>Experience in live production</b> <b>Performance with Director's Project/ Design Project and reflection</b>	<b>Theatre of the Absurd</b> <b>Performance essay with Theatre Review.</b>	
<b>Timing</b>	IP Term 1 Week 5 GP Term 1 Week 9 Reflection Week 10	Design/Director's Project Term 2 Week 5 Final Production for live audience Week 10	Formative process grade plus Performance essay-to be presented in Yearly Exam week One 45 minute essay on Theatre of the Absurd in Yearly exam period. Theatre Review task-Term 3 Week 5	
<b>Outcomes assessed</b>	P1.1, P1.2, P1.7, P1.8, P2.1, P2.4, P2.6, P3.3, P3.4.	P1.4, P1.5, P2.2, P2.3, P3.1, P3.2	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P2.1, P2.2, P2.3, P2.5, P3.1, P3.2.	
<b>Components</b>	<b>Weighting %</b>			
Making	10	10	20	<b>40</b>
Performing	10	10	10	<b>30</b>
Critically Studying	10	10	10	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Drama – Year 11 course outcomes

### A student

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8 recognizes the value of individual contributions to the artistic effectiveness of the whole
- P2.1 understands the dynamic 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 understand 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
- P3.3 analyses and synthesizes research and experiences of dramatic and theatrical styles, traditions and movements
- P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest.

## Music 1 – Year 11

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Topic 1</b> Performance and Analysis/Notes	<b>Topic 2</b> Composition and Portfolio	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 7 – 9	
<b>Outcomes assessed</b>	P1, P6, P9, P10	P3, P5, P8, P11	P2, P4, P7	
<b>Components</b>				<b>Weighting %</b>
Performance	25			<b>25</b>
Composition		25		<b>25</b>
Musicology	5	10	10	<b>25</b>
Aural			25	<b>25</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>



## Music 1 – Year 11 course outcomes

### A student

- P1 performs music that is characteristic of the topics studied
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studies
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 observes and discusses concepts of music in works representative of the topics studied
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P11 demonstrates a willingness to accept and use constructive criticism

## Music 2 – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Performance, Sight Singing and Analysis	Composition and Portfolio	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 7 – 9	
Outcomes assessed	P1, P6, P9, P10	P3, P5, P8, P11	P2, P4, P7	
Components				Weighting %
Performance	25			25
Composition		25		25
Musicology	5		20	25
Aural		10	15	25
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Music 2– Year 11 course outcomes

### A student

- P1 confidently performs repertoire that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
- P2 demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
- P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
- P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
- P6 discusses and evaluates music, making constructive suggestions about performances and compositions
- P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
- P8 understands the capabilities of performing media, explores and uses current technologies as studied
- P9 identifies, recognises, experiments with, and discusses the use of technology in music

## Digital Photography – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Introduction to Practice in Photography	Research Assignment	Digital Image Task and Portfolio	
Timing	Term 1, Week 9	Term 2, Week 4	Term 3, Week 6	
Outcomes assessed	M3, M5, M6	CH1, CH3	M1, M2, M4, M6	
Components				Weighting %
Art Criticism and Art History	10	20		30
Art-Making	30		40	70
<b>Total %</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>

## Photography and Digital Imaging – Year 11 course outcomes

### A student

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

## Visual Arts – Year 11

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Portfolio and writing Task</b>	<b>Mini Body of Work and Individual Case Study</b>	<b>Yearly Written Examination</b>	
<b>Timing</b>	Term 2, Week 1	Term 3, Weeks 5	Term 3, Week 7-9	
<b>Outcomes assessed</b>	P1, P4, P5, P10	P2, P3, P6, P8	P7, P8, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Art-making	20	30		<b>50</b>
Art Criticism and Art History	10	10	30	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Visual Arts – Year 11 course outcomes

### A student

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

**HUMAN SOCIETY AND ITS  
ENVIRONMENT  
FACULTY  
(HSIE)**



## Ancient History – Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Historical Investigation</b> Research and presentation Assessment of and as learning	<b>Site Study - Sources</b> Research and Report Assessment of learning	<b>Yearly Examination</b> Assessment of learning	
<b>Timing</b>	Term 2, Week 1	Term 2, Week 9	Term 3, Weeks 7 – 9	
<b>Outcomes assessed</b>	AH11-2 AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-2 AH11-3 AH11-5 AH11-6 AH11-7 AH11-8	AH11-1 AH 11-2 AH11-3 AH11-4 AH 11-5 AH11-7 AH11-9	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content		20	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	10		10	<b>20</b>
Historical inquiry and research	10	10		<b>20</b>
Communication of historical understanding in appropriate forms	10	5	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Ancient History – Year 11 course outcomes

### A student

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

## Business Studies – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Media File (Research) and In-Class Extended Response	Business Plan	Yearly Examination	
Timing	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 7–9	
Outcomes assessed	P1, P2, P6, P7, P8, P9	P2, P3, P4, P8, P9, P10	P1-10	
Components				Weighting %
Knowledge and understanding of course content	15	15	10	40
Stimulus-based skills			20	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **Business Studies – Year 11 course outcomes**

### **A student**

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

## Economics – Year 11

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Introduction to Economics</b>	<b>Labour Market – Research Task</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 7–9	
<b>Outcomes assessed</b>	P1-P11	P1-P12	P1-P11	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Stimulus-based skills	10		10	<b>20</b>
Inquiry and research		20		<b>20</b>
Communication of information, issues and ideas in appropriate forms	10		10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Economics – Year 11 course outcomes

### A student

- 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

## Geography – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	In-class extended response	S. G. P.	Yearly Examination	
Timing	Term 1, Week 10	Proposal Term 1, Week 4 Final SGP Term 2, Week 4	Term 3, Weeks 7 – 9	
Outcomes assessed	P1, P2, P3, P5, P8, P12	P7, P8, P9, P10, P11, P12	All outcomes	
Components				Weighting %
Knowledge and understanding of course content	20		20	40
Geographical tools and skills		5	15	20
Geographical inquiry and research, including fieldwork	10	10		20
Communication of geographical information, ideas and issues in appropriate forms		15	5	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Geography – Year 11 course outcomes

### A student

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



## Legal Studies – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Research task In-class Assessment	Research task Media File and Law Reform	Yearly Examination	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 7–9	
Outcomes assessed	P1, P2, P3, P5, P6, P7, P9	P4, P5, P6, P7, P8	P1–10	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	5	5	10	20
Inquiry and research	10	10		20
Communication of Legal Studies Information, issues and ideas in appropriate forms	10	10		20
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## Legal Studies – Year 11 course outcomes

### A student

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

## Modern History – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Source Based Task Investigating Modern History	Student Developed Research Project and Presentation Historical Investigation	Yearly Examination	
Timing	Term 1, Week 10	Term 2, Week 8	Term 3, Weeks 7 – 9	
Outcomes assessed	MH11-3; MH11-4; MH11-6; MH11-7; MH11-8; MH11-9; MH11-10	MH11-4; MH11-5; MH11-6; MH11-7; MH11-8; MH11-9	MH11-1; MH11-2; MH11-3; MH11-4; MH11-5; MH11-6; MH11-9	
Components				Weighting %
Knowledge and understanding of course content	10	5	25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	10	5	20
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Modern History – Year 11 course outcomes

### A student

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

## Society & Culture – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Research and In class Presentation: Social and Cultural World	Mini P.I.P. Personal and Social Identity	Yearly Examination	
Timing	Term 1, Week 10	Term 3, Week 1	Term 3, Weeks 7–9	
Outcomes assessed	P1, P3, P4, P6, P9, P10	P2, P3, P6, P7, P8, P9, P10	P1-6, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	15	5	30	50
Application and Evaluation of social and cultural research methodologies	5	20	5	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Society & Culture – Year 11 course outcomes

### A student

- P1 identifies and applies social and cultural concepts
- P2 describes personal, social and cultural identity
- P3 identifies and describes relationships and interactions within and between social and cultural groups
- P4 identifies the features of social and cultural literacy and how it develops
- P5 explains continuity and change and their implications for societies and cultures
- P6 differentiates between social and cultural research methods
- P7 selects, organises, and considers information from a variety of sources for usefulness, validity and bias
- P8 plans and conducts ethical social and cultural research
- P9 uses appropriate course language and concepts suitable for different audiences and contexts
- P10 communicates information, ideas and issues using appropriate written, oral and graphic forms

## Studies of Religion – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Religious Tradition 1 Research and Presentation	Research Task and in-class essay	Yearly Examination Whole Course	
Timing	Term 1, Week 7	Term 2, Week 5	Term 3, Weeks 7–9	
Outcomes assessed	P1, P2, P6, P8, P9	P3- P9	P1- P6, P8, P9	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Source-based skills		10	10	20
Investigation and research	10	10		20
Communication of information, ideas and issues in appropriate forms	10	10		20
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

Studies of Religion I is a 1 unit course. Final mark to be submitted to NESAs will be converted to a mark out of 50.

## Studies of Religion – Year 11 course outcomes

### A student

- P1 describes the characteristics of religion and belief systems
- P2 identifies the influence of religion and belief systems on individuals and society
- P3 investigates religious traditions and belief systems
- P4 examines significant aspects of religious traditions
- P5 describes the influence of religious traditions in the life of adherents
- P6 selects and uses relevant information about religion from a variety of sources
- P7 undertakes effective research about religion, making appropriate use of time and resources
- P8 uses appropriate terminology related to religion and belief systems
- P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms



# LANGUAGE FACULTY

## Chinese and Literature – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Research Task and in-class essay</b> <b>Response to spoken/visual text</b> The Individual and the community	<b>Research Task and in-class essay</b> <b>Response to written texts/oral presentation</b> Youth culture	<b>Yearly examination</b> Perspectives on identity Global issues	
Timing	Term 1, Week 6	Term 2, Week 6	Term 3, Weeks 7 – 9	
Outcomes assessed	2.1 – 2.4, 3.1, 3.2, 3.5, 3.7, 3.8	1.1 – 1.3, 3.1 – 3.5, 3.8	1.1 – 1.3, 2.1 – 2.4, 3.1 – 3.8, 4.1 – 4.3	
Components				Weighting %
Listening	10		10	<b>20</b>
Reading		25	15	<b>40</b>
Speaking		10		<b>10</b>
Writing	15		15	<b>30</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Chinese and Literature – Year 11 course outcomes

### A student

- 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

## Japanese Beginners – Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Oral presentation/ Q &amp; A with teacher</b> Personal profile Family Life	<b>Response to written text/ interview</b> People, places and communities	<b>Response to spoken and written texts/Written report</b> Education <b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 7 – 9	
<b>Outcomes assessed</b>	1.1, 1.3, 1.4, 2.1, 2.2, 2.3	1.1, 1.2, 2.1, 2.2, 2.6, 3.1, 3.2	2.1, 2.2.3, 2.4, 2.6,3.1, 3.2, 3.4	
<b>Components</b>				<b>Weighting %</b>
Listening	20		10	<b>30</b>
Reading		10	20	<b>30</b>
Speaking	10	10		<b>20</b>
Writing		10	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Japanese Beginners – Year 11 course outcomes

### A student

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

## Japanese Continuers – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Oral presentation/ Q & A with teacher Personal world	Response to written text/ interview Daily life and communities	Response to spoken and written texts/Written report Education and school life	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 7 – 9	
Outcomes assessed	1.1 - 1.4, 4.1 – 4.3	1.1 - 1.4, 2.1 – 2.3, 3.3 - 3.5	2.1 - 2.3, 3.1 - 3.5, 4.1 – 4.3	
Components				Weighting %
Listening	10	10	10	30
Reading		10	20	30
Speaking	10	10		20
Writing	10		10	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Japanese Continuers – Year 11 course outcomes

### A student

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text #
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

# **MATHEMATICS FACULTY**



**MATHEMATICS Standard – Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Assignment</b>	<b>Class Test</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 7 – 9	
<b>Outcomes assessed</b>	MS11-1 to MS11-5, MS11-9, MS11-10	MS11-1 to MS11-7, MS11-9, MS11-10	MS11-1 to MS11-10	
<b>Components</b>				<b>Weighting %</b>
Understanding, fluency and communication	15	15	20	<b>50</b>
Problem solving, reasoning and justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## MATHEMATICS Standard – Year 11 course outcomes

### A student

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

## MATHEMATICS Advanced - Year 11

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Class Test</b>	<b>Project/ Validation Task</b>	<b>Examination</b>	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 7–9	
<b>Outcomes assessed</b>	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	MA11 – 1 to MA11 – 9	
<b>Components</b>				<b>Weighting %</b>
Understanding, fluency and communication	15	15	20	<b>50</b>
Problem solving, reasoning and justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## MATHEMATICS Advanced – Year 11 course outcomes

### A student

- MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9 provides reasoning to support conclusions which are appropriate to the context

## MATHEMATICS Extension 1 – Year 11

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Class Test</b>	<b>Project/ Validation Task</b>	<b>Examination</b>	
<b>Timing</b>	Term 1, Week 8/9	Term 2, Week 8	Term 3, Weeks 7–9	
<b>Outcomes assessed</b>	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-3, ME11-6, ME11-7	ME11-1 to ME11-7	
<b>Components</b>				<b>Weighting %</b>
Understanding, fluency and communication	15	15	20	<b>50</b>
Problem solving, reasoning and justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## MATHEMATICS Extension 1 – Year 11 course outcomes

### A student

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

**PERSONAL DEVELOPMENT,  
HEALTH & PHYSICAL  
EDUCATION  
FACULTY  
(PDHPE)**

## Personal Development, Health & Physical Education – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Research task Better Health for Individuals	Critical Thinking, Analysis Task Body In Motion	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 6	Term 3, Weeks 7–9	
Outcomes assessed	P1, 2, 3, 4, 5, 6, 15, 16	P7, 8, 9, 10, 11, 16, 17	P1 – 11, P15 – 17	
Components				Weighting %
Knowledge and understanding of course content.	10	10	20	40
Skills in critical thinking, research, analysis and communicating.	20	20	20	60
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



## Personal Development, Health & Physical Education – Year 11 course outcomes

### A student

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in the first aid setting [Option 1]
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose [Option 2]
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities [Option 4]
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

## Sport, Lifestyle and Recreation – Year 11 – 1 Unit

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Module 1</b> <b>Athletics</b> Topic Test	<b>Module 2</b> <b>Games and Sports</b> <b>Application II</b> Coaching Session and Tournament	<b>Module 3</b> <b>Resistance Training</b> Program design and implementation	
Timing	Term 1, Week 8	Term 2, Week 9-10	Term 3, Week 9-10	
Outcomes assessed	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.3, 2.1, 3.2	1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	
Components				Weighting %
Knowledge and Understanding	15	15	20	<b>50</b>
Skills	20	15	15	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Sport, Lifestyle and Recreation – Year 11 course outcomes

### A student

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrate 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 analyse 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

# SCIENCE FACULTY

## Biology – Year 11

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Practical Task:</b> Cells as the Basis of Life Module 1	<b>Depth Study: Research</b> Task Module 2 Organisation of Living Things	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 6	Term 2, Week 9	Term 3, Weeks 7–9	
<b>Outcomes assessed</b>	BIO11-2, BIO11-3 BIO11-4, BIO11-8	BIO11-1, BIO11-5 BIO11-6, BIO11-7 BIO11-10	BIO11-1, BIO11-4 BIO11-5, BIO11-6 BIO11-7, BIO11-8 BIO11-9, BIO11-11, BIO11-10	
<b>Components</b>				<b>Weighting %</b>
Skills in Working Scientifically	25	20	15	<b>60</b>
Knowledge and Understanding	5	10	25	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Biology – Year 11 course outcomes

### A student

- 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

## Chemistry – Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Experimental and Processing Data Skills</b> Properties and structure of Matter	<b>Depth Study</b> Practical Investigation: Reactive Chemistry	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 10	Term 3, Week 3	Term 3, Weeks 7 -9	
<b>Outcomes assessed</b>	CH11-4 CH11-5 CH11-8	CH11-1 CH11-3 CH11-5, CH11-7 CH11-10	CH11-1, CH11-2, CH11-4 CH11-5, CH11-6 CH11-7, CH11-8 CH11-9, CH11-10, CH11-11	
<b>Components</b>				<b>Weighting %</b>
Skills in Working Scientifically	20	30	10	<b>60</b>
Knowledge and Understanding	5	5	30	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Chemistry – Year 11 course outcomes

### A student

- 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



## Earth and Environmental Science – Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Practical Task</b> Prevention of Soil Erosion	<b>Depth Study</b> Research and Presentation of a Model	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 8	Term 3, Week 2	Term 3, Examination Period	
<b>Outcomes assessed</b>	EES11-2 EES11-4 EES11-5 EES11-7 EES11-11	EES11-1 EES11-4 EES11-6 EES11-7 EES11-9	EES11-1 EES11-4 EES11-5 EES11-6 EES11-7 EES11-8 EES11-9 EES11-10 EES11-11	
Components				Weighting %
<b>Skills in Working Scientifically</b>	20	30	10	<b>60</b>
<b>Knowledge and Understanding</b>	5	5	30	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

It is possible that some details (e.g. dates) may change. Students will be notified of any changes with sufficient time.

## Earth and Environmental Science – Year 11 course outcomes

### A student

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

## Investigating Science – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Task	Depth Study	Yearly Examination	
Timing	Term 1, Week 6	Term 2, Week 8	Term 3, Examination Period	
Outcomes assessed	11-2 11-3 11-4 11-5 11-8	11-1 11-4 11-6 11-7 11-9	11-1 11-4 11-5 11-6 11-7 11-8 11-9 11-10 11-11	
Components				Weighting %
Skills in Working Scientifically	20	25	15	60
Knowledge and Understanding	5	10	25	40
Total %	25	35	40	100

### **Investigating Science- Year 11 course outcomes**

**A student**

- INS11/12-1** develops and evaluates questions and hypotheses for scientific investigation
- INS11/12-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11/12-3** conducts investigations to collect valid and reliable primary and secondary data and information
- INS11/12-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11/12-5** analyses and evaluates primary and secondary data and information
- INS11/12-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11/12-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS11-8** identifies that the collection of primary and secondary data initiates scientific investigations
- INS11-9** examines the use of inferences and generalisations in scientific investigations
- INS11-10** develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
- INS11-11** describes and assesses how scientific explanations, laws and theories have developed

## Physics – Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Practical Skills</b> (Working Scientifically)	<b>Depth Study</b> Investigation and Presentation Dynamics	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 7	Term 3, Week 2 (Due date)	Term 3, Weeks 7 -9 (Scheduled exam timetable)	
<b>Outcomes assessed</b>	PH11-2,PH11-3 PH11-4, PH11-7	PH11-1, PH11-5, PH11-6, PH11-7 PH11-9	PH11-6 PH11-7, PH11-8 PH11-9, PH11-10, PH11-11	
<b>Components</b>				<b>Weighting %</b>
Skills in Working Scientifically	25	30	5	<b>60</b>
Knowledge and Understanding	0	5	35	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Physics – Year 11 course outcomes

### A student

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

# **TAS – COMPUTING FACULTY**

## Information Processes and Technology - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Topic Test</b> Introduction to Information Skills and Systems	<b>Multimedia Task</b> Information Processes	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 7	Term 3, Weeks 7–9	
<b>Outcomes assessed</b>	P1.1, P2.1, P6.1, P6.2	P2.1, P5.1, P6.2, P7.1, P7.2	P1.1, P2.2, P3.1, P4.1, P6.1, P7.1	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	20	30	<b>60</b>
Knowledge and skills in the design and development of information systems	15	15	10	<b>40</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>



## Information Processes and Technology – Year 11 course outcomes

### A student

- P1.1 describes the nature of information processes and information technology
- P1.2 classifies the functions and operations of information processes and information technology
- P2.1 identifies and describes the information processes within an information system
- P2.2 recognises and explains the interdependence between each of the information processes
- P3.1 identifies and describes social and ethical issues
- P4.1 describes the historical development of information systems and relates these to current and emerging technologies
- P5.1 selects and ethically uses computer based and non-computer based resources and tools to process information
- P6.1 analyses and describes an identified need
- P6.2 generates ideas, considers alternatives and develops solutions for a defined need
- P7.1 recognises, applies and explains management and communication techniques used in individual and team-based project work
- P7.2 uses and justifies technology to support individuals and teams

## Software Design and Development – Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Research Task</b> Concepts and Issue in the design and development of software	<b>Preliminary Project</b> (Submission and Validation Task)	<b>Yearly Examination</b> Developing software solutions	
<b>Timing</b>	Term 2, Week 2	Term 3, Week 2	Term 3, Weeks 7 – 9	
<b>Outcomes assessed</b>	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3,	P6.1, P6.2, P6.3	P1.2, P1.3, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2,	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	30	<b>50</b>
Knowledge and skills in the design and development of software solutions	10	30	10	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Software Design and Development – Year 11 course outcomes

### A student

- P1.1 describes the functions of hardware and software
- P1.2 describes and uses appropriate data types
- P1.3 describes the interactions between the elements of a computer system
- P2.1 describes developments in the levels of programming languages
- P2.2 describes the effects of program language developments on current practices
- P3.1 identifies the issues relating to the use of software solutions
- P4.1 analyses a given problem in order to generate a computer-based solution
- P4.2 investigates a structured approach in the design and implementation of a software solution
- P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches
- P5.1 uses and justifies the need for appropriate project management techniques
- P5.2 uses and develops documentation to communicate software solutions to others
- P6.1 describes the skills involved in software development
- P6.2 communicates with appropriate personnel throughout the software development process
- P6.3 designs and constructs software solutions with appropriate interfaces

# TAS - HOME ECONOMICS FACULTY

## Community and Family Studies – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Report Resource Management	Case Study Leadership	Yearly Examination	
Timing	Term 1, Week 7	Term 2, Week 5	Term 3, Weeks 7 – 9	
Outcomes assessed	P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1 – P6.2	
Component				Weighting %
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Community and Family Studies – Year 11 course outcomes

### A student

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the inter-relationships 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
- P7.1 appreciates differences among individuals, groups and families within communities, and values their contributions to society
- P7.2 develops a sense of responsibility for the wellbeing of themselves and others
- P7.3 appreciates the value of resource management in response to change
- P7.4 values the place of management in coping with a variety of role expectations

## Food Technology – Year 11

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Factors Affecting Food Selection Report</b>	<b>Nutrition Investigation</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 8	Term 3, Week 5	Term 3, Weeks 7 – 9	
<b>Outcomes assessed</b>	P1.2, P3.1, P3.2, P5.1	P2.1, P3.1, P3.2, P4.3, P5.1	P1.1, P1.2, P2.2, P4.4, P5.1	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content		10	30	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	20	10		<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Food Technology – Year 11 course outcomes

### A student

- P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1 explains the role of food nutrients in human nutrition
- P2.2 identifies and explains the sensory characteristics and functional properties of food
- P3.1 assesses the nutrient value of meals/diets for particular individuals and groups
- P3.2 presents ideas in written, graphic and oral form using computer software where appropriate
- P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P5.1 generates ideas and develops solutions to a range of food situations



## Textiles and Design – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Communication Techniques Portfolio	Yearly Examination	Preliminary Textiles Project	
Timing	Term 2, Week 3	Term 3, Weeks 7 – 9	Term 3, Week 10	
Outcomes assessed	P2.1, P2.3, P3.2	P1.1, P1.2, P3.1, P5.1, P5.2	P1.2, P2.1, P2.2, P2.3, P4.1, P6.1	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills and knowledge in the design, manufacture and management of textiles projects	15	10	25	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Textiles and Design – Year 11 course outcomes

### A student

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

# **TAS - INDUSTRIAL ARTS FACULTY**

## Design and Technology – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Group Task</b> 'Light from the past' and work of designers	<b>Preliminary Project</b>	<b>Yearly Examination</b>	
Timing	Term 2, Week 1	Term 3, Week 3	Term 3, Weeks 7 – 9	
Outcomes assessed	P1.1, P2.1, P3.1, P5.2, P5.3, P6.2	P2.2, P4.1, P4.3, P5.1, P6.1	P1.1, P2.2, P5.1, P5.2, P5.3	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	25	25	10	<b>60</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## Design and Technology – Year 11 course outcomes

### A student

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

## Engineering Studies – Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Engineering Products</b> Part A – Research Project Part B – Topic test	<b>Braking Systems</b> Part A – Engineering Report Part B – Topic test	<b>Yearly Examination</b>	
<b>Timing</b>	Term 2, Week 2	Term 3, Week 2	Term 3, Weeks 7 – 9	
<b>Outcomes assessed</b>	P3.2, P3.3, P4.1, P5.1	P1.1, P3.2, P3.3, P4.2, P6.2	P1.2, P2.1, P3.1, P3.3	
Components				Weighting %
Knowledge and understanding of engineering principles and developments in technology	15	15	20	<b>50</b>
Skills in research, problem solving and communication related to engineering	10	10	10	<b>30</b>
Understanding the scope and role of engineering including management and problem solving	5	5	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Engineering Studies – Year 11 course outcomes

### A student

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

## Industrial Technology (Timber Products & Furniture Technologies) – Year 11

Task number	Task 1	Task 2	Task 3	
Nature of task	Industry Study	Practical Project & Supporting Folio	Yearly Examination	
Timing	Term 1, Week 10	Term 3, Week 5	Term 3, Weeks 7 – 9	
Outcomes assessed	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



## **Industrial Technology (Timber Products & Furniture Technologies) Year 11 course outcomes**

### **A student**

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

# VOCATIONAL EDUCATION AND TRAINING

Due to the possibility of dual accreditation, for students to successfully complete a VET course they may be required to adhere to two sets of rules:

1. For the HSC qualification, students have to satisfactorily meet certain NESAs requirements similar to all other NESAs endorsed courses
2. For the AQF qualification, students must complete, and be deemed competent in, the units of competency

Students must also successfully complete a mandatory 70 hours (2 x 35 hours) of Work Placement or they may not have the course recognised by NESAs and this could jeopardise their HSC.

## VET BUSINESS SERVICES – Year 11

Assessment Tasks for Certificate II in Kitchen Operations SIT20416		Cluster A	Cluster B	Cluster C	Yearly Examination
		Getting ready for work	Intro to the Commercial Kitchen	Safe food handling	
		Term 1 Week 10	Term 2 Week 6	Term 3 Week 6	
					Term 3 Weeks 7–9
Code	Unit of Competency				HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHKOP001	Clean kitchen premises and equipment		X		
SITHCCC001	Use food preparation equipment		X		
SITXINV002	Maintain the quality of perishable items			X	
SITXFSA002	Participate in safe food handling practices			X	
SITHCCC002	Prepare and present simple dishes			X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Business BSB20115 or a Statement of Attainment towards Certificate II in Business BSB20115.

**Schools may schedule exam items in preparation for the HSC exam. These do not form part of the RTO assessment requirements.**



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

## **Additional notes for Business Services**

Business Services is a two-year, competency based HSC course which begins in Year 11 and continues through Year 12. Assessment of competencies is standard referenced. This means that a student's performance is judged against a prescribed standard, not against the performance of other students. Students work to achieve the competencies described in each compulsory and elective unit of work. To be assessed as competent, a student must demonstrate understanding of concepts and ability to complete tasks to industry standard. Evidence for competency is gathered from lesson activities, competency assessment tasks, examinations, practical applications, homework tasks and work placement experiences.

At Turramurra High School students are progressively assessed as either *competent* or *not yet competent*. All competencies are recorded and submitted to NESA.

### **HSC Requirements and AQF Qualifications**

VET courses require adherence to two sets of rules:

1. For the HSC qualification, students have to satisfactorily meet the following NESA requirements:
  - Follow the course developed or endorsed by NESA
  - Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course
  - Achieve some or all of the course outcomes
  - Make a genuine effort at competency tasks
  - Complete the specified mandatory work placement component.
2. For the AQF qualification, students must complete, and be deemed competent in the units of competency. If students do not attend practical and theory lessons they may jeopardise both their AQF qualifications and HSC, and 'N' award letters will be issued. It is possible that a student can achieve recognition of one qualification without gaining the other, that is, not be assessed as competent but still satisfying HSC requirements and have the course included as part of their HSC and ATAR.

An optional HSC examination is associated with Business Services in the HSC year. All other tasks and competencies contribute to gaining a Statement of Attainment towards Certificate II in Business (BSB20115). ***No school based assessment mark will be supplied on reports, apart from a yearly examination result.***

**Mandatory work placement** is structured learning out of school in the work place, and meets part of the assessment criteria for the course. Students who do not complete the 35-hour preliminary work placement may not have the Year 11 course recognised by NESA and this could jeopardise their progression into the HSC year.

## VET HOSPITALITY – Kitchen Operations and Cookery – Year 11

Assessment Tasks for Certificate II in Kitchen Operations SIT20416		Cluster A	Cluster B	Cluster C	Yearly Examination
		Getting ready for work	Intro to the Commercial Kitchen	Safe food handling	
		Term 1 Week 11	Term 2 Week 6	Term 3 Week 6	
<b>Code</b>	<b>Unit of Competency</b>				Term 3 Weeks 7–9
SITXFSA001	Use hygienic practices for food safety	X			HSC Examinable Units of Competency
SITXWHS001	Participate in safe work practices	X			
SITHKOP001	Clean kitchen premises and equipment		X		
SITHCCC001	Use food preparation equipment		X		
SITXINV002	Maintain the quality of perishable items			X	
SITXFSA002	Participate in safe food handling practices			X	
SITHCCC002	Prepare and present simple dishes			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations SIT20416 or a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416.

Schools may schedule examinations in preparation for the HSC. These do not form part of the RTO assessment requirements.

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

## Additional notes for HOSPITALITY – Kitchen Operations and Cookery

Hospitality is a two-year, competency based HSC course which begins in Year 11 and continues through Year 12. Assessment of competencies is standard referenced. This means that a student's performance is judged against a prescribed standard, not against the performance of other students. Students work to achieve the competencies described in each compulsory and elective unit of work. To be assessed as competent, a student must demonstrate understanding of concepts and ability to complete tasks to industry standard. Evidence for competency is gathered from lesson activities, competency assessment tasks, examinations, practical applications, homework tasks and work placement experiences.

At Turramurra High School students are progressively assessed as either *competent* or *not yet competent*. All competencies are recorded and submitted to NESAs

### HSC Requirements and AQF Qualifications

VET courses require adherence to two sets of rules:

1. For the HSC qualification, students have to satisfactorily meet the following NESAs requirements:
  - Follow the course developed or endorsed by the NESAs





- Apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course
  - Achieve some or all of the course outcomes
  - Make a genuine effort at competency tasks
  - Complete the specified mandatory work placement component,
2. For the AQF qualification, students must complete, and be deemed competent in the units of competency. If students do not attend practical and theory lessons they may jeopardise both their AQF qualifications and HSC, and 'N' award letters will be issued. It is possible that a student can achieve recognition of one qualification without gaining the other, that is, not be assessed as competent but still satisfying HSC requirements and have the course included as part of their HSC and ATAR.

An optional HSC examination is associated with Hospitality in the HSC year. All other tasks and competencies contribute to gaining a Statement of Attainment towards Certificate II in Kitchen Operations (SIT20416). ***No school based assessment mark will be supplied on reports, apart from a yearly examination result.***

**Mandatory work placement** is structured learning out of school in the work place, and meets part of the assessment criteria for the course. Students who do not complete the 35-hour preliminary work placement may not have the year 11 course recognised by NESA and this could jeopardise their progression into the HSC year.