

STAGE 6 - YEAR 11

ASSESSMENT BOOKLET 2024



ORAN PARK HIGH
SCHOOL

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Information for parents and students

This booklet outlines assessment procedures being followed at Oran Park High School in **Stage 6 – Year 11**. These procedures are consistent with the General Guidelines issued by the NSW Education Standards Authority (NESA) and represent minimum requirements.

The NSW Record of School Achievement

The NSW Record of School Achievement (ROSA) is a credential from NESA. This credential will:

- be a record of achievement for students who leave school before completing the HSC
- report results of moderated, school-based assessment (not external tests)
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the opportunity to take online literacy and numeracy tests
- be comprehensive and easy to interpret

Assessment at Oran Park High School

Assessment is the broad name for the collection and evaluation of evidence of a student's learning. It is integral to teaching and learning and has multiple purposes. Assessment can enhance student engagement and motivation, particularly when it incorporates interaction with teachers, other students and a range of resources.

In alignment with the directions of the Department of Education and Training and NESA, Oran Park High School uses three forms of assessment. These three forms are:

- Assessment 'for' learning
- Assessment 'of' learning
- Assessment 'as' learning

Assessment 'of' learning

Assessment 'of' learning often takes the form of in-class tests, examinations, and assignments. Students will be provided with grades and feedback that indicate their level of achievement after each of these tasks. When students are set this type of assessment, they will be issued with a formal notification. **The majority of this booklet relates to this type of assessment.**

Assessment 'for' learning

Assessment 'for' learning reflects the idea that learning is an ongoing process, and this type of assessment allows for students to receive timely and ongoing feedback throughout their learning so that this can inform their next steps. This type of assessment usually takes place in lessons.

Assessment 'as' learning

Assessment 'as' learning encourages students to take responsibility for their learning and can also include inquiry-based approaches to learning.

How can assessment help a student's learning?

It allows:

- teachers to gather evidence about student achievement in relation to course outcomes
- students with the ability to demonstrate what they know and can do
- clarification of a student's understanding of concepts and promotes deeper understanding.

Why have school assessments?

- It allows students to be given credit for developing skills and knowledge over a period of time
- It allows for evaluation of a student's achievement in those parts of courses, such as field and practical work, which are difficult to examine formally
- It provides teachers accurate information across multiple assessment tasks, rather than a single examination result in order to allocate a grade for students per course for their ROSA.

What is the nature of assessment activities issued?

Assessment activities should:

- be valid and based on syllabus outcomes
- include criteria of learning being assessed
- enable students to demonstrate their learning in a range of different contexts
- be reliable, be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills.
- enable students and teachers to use feedback effectively and reflect on the learning process
- be inclusive and accessible to all students
- be part of an ongoing process where progress is monitored over time.

What types of tasks might be issued?

Some or all of the following forms may be issued in formal assessments:

- | | |
|----------------------------|---|
| • Oral/aural tests | • Written reports |
| • Reports | • Oral submissions (sometimes recorded) |
| • Essays | • Practical performances |
| • Research assignments | • Portfolios |
| • Submitted practical work | • Formal examinations |
| • Field work | |

It should be understood that, while certain tasks are nominated as counting towards assessment, this does not mean that other tasks completed in class do not count and so can be neglected by students. These tasks could well be, for example, practice tasks which are the basis of student learning and critical preparation for the final assessment tasks. Students who do not complete all classwork could be viewed as not having satisfactorily completed the course.

Consistency and marking of assessments

To ensure consistency in marking, teachers will:

- explain the task to students and provide opportunities to ask clarifying questions
- discuss with other teachers and collaborate on the marking of tasks to ensure consistency in marking standards.
- provide feedback on task submissions that outlines areas of strength, areas for improvement and strategies to improve.

School-based grades

General Performance Descriptors will be reported with the gradings A, B, C, D or E for all subjects. Students' grades will be based on the school's assessment of a student's performance against Common Grade Scale in each subject.

Grade	Common Grade Scale for Preliminary Courses
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	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.

Students with disability

Students with disability have a range of abilities and needs. The [*Disability Standards for Education 2005*](#) describes the legislative requirements of schools to support students with disability. Some students with disability will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content.

The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Students with disability may be able to present their work in an alternative format, have fewer questions or scaffolds. The type of adjustments will depend on each individual student and their needs. [This will be based on consultation between the student, parents and the school.](#) [Examples.](#) Adjustments to formal assessments cannot alter the outcomes or marking guidelines, but the process or product may vary.

Life Skills

Students with disability who cannot access the regular course outcomes, particularly students with an intellectual disability, may study Life Skills Courses in Years 11-12.

Assessment within Life Skills courses provide opportunities for students to demonstrate achievement in relation to the selected Life Skills outcomes. It can occur via a range of strategies and in a range of situations.

Students may achieve Life Skills outcomes either independently or with support. Life Skills courses satisfactorily completed in Year 12 are reported on the HSC Record of Achievement with the notation 'Refer to Profile of Student Achievement'. An assessment mark is not reported for these courses.

Assessment procedures

Assessment schedules

At commencement of each school course, students will be issued with this assessment booklet that outlines the guidelines for assessment in each course. Also included in the booklet are the assessment schedule and requirements for each course. For each course, the school has developed an assessment program which:

- outlines the requirements for satisfactory completion of the course
- states the number and type of tasks to be completed during the semester/year
- lists the schedule of when the tasks are planned to take place
- states the weighting of each task.

Assessment tasks

For each assessment task, students will be given a written notification at least two weeks in advance of the task, indicating the issue date, due date, weighting, outcomes being assessed, specific task description and marking criteria. The Assessment Notification proforma will be used for all subjects and will include:

- clear indications of the outcomes being addressed in the assessment task
- clear instructions to allow the assessment task to be understood and completed
- marking criteria that clearly states, "You will be assessed on how well you..."
- marking guidelines that state the relationship between the work submitted and the grade that will be issued

- clear submission instructions (this will include how to submit and where)
- clearly stated due date
- tasks will not be scheduled in the week before or after the final examinations.

Feedback, either written or verbal, will be provided to each student using the marking guidelines for the task and annotation to student work, indicating what the student did well and how they can improve.

Types of assessment

All assessment task notifications will be issued for all tasks at least two weeks in advance. Types of assessment tasks could include, but are not limited to:

- Oral presentations - prepared speech or seminar presented to the class – or Viva Voce
- Fieldwork/Excursion Reports - including sketches, worksheets, or surveys to be completed during the excursion and/or an in-class task based on the excursion work.
- Assignments - research/investigation of a topic following specified guidelines. This work may be completed as an individual or group task.
- Design Projects – projects designed and produced to meet a design problem.
- Portfolios - accompanying documentation records for design project work.
- Practical work - range of practical learning experiences completed in class and/or at home.
- First Hand Investigations – original problem solving in Science using scientific method.
- Body of Work (Visual Arts) – selection of one or more art works that demonstrate process and practical and theoretical understanding of artmaking, to include a Visual Arts Process Diary (VAPD).
- Viewing task
- Film-making
- Diary/Journals – reflection on learning processes.
- Logbooks – reflection on the processes of making and creating drama.
- Group work activities
- Peer assessment
- Listening task
- Representation – creation of visual representation or representation through performance.
- Scripted and improvised performance
- Topic Tests
- Formal written examinations

Formal Examinations

Year 11 will sit their final Preliminary Course examinations during the last weeks of term 3 each year. In preparation for examinations students will be issued with an Examination timetable

and Course Assessment Task Notifications at least two weeks prior to the beginning of the formal examination period outlining the area/s of study and the weighting of the task.

Examinations and tests require students to work individually and make a genuine attempt to the best of their ability. Examinations and tests are conducted under silent conditions for the duration of the allotted time period. A student who communicates with other students during an examination or test or brings material into an examination or test room that may assist them or does not follow instructions from a teacher may have some or all of their paper not included for assessment.

Students requiring disabilities provisions for examinations and tests (such as a reader, writer, extra time, large print papers, coloured paper or the use of a computer) will be referred to the Learning and Support team for assistance.

Examination and Test Rules

- Students are responsible for the correct reading of their examination timetable including the examination location.
- Students should be prepared to commence examinations at the scheduled time. Students arrive at least 15 minutes before the scheduled commencement time. Time will not be added for latecomers.
- No food is to be brought into the exam room. Water brought into the examination room must be in a clear, unlabelled bottle.
- All writing paper will be supplied for examinations. No writing pads are to be brought into the examination room.
- Students must provide all other requirements such as writing equipment and NESA approved calculators. Students are to bring all equipment in a transparent plastic bag.
- Students are required to wear correct school uniform to all examinations. Students who are not wearing correct school uniform and who cannot provide an acceptable explanation may not be admitted to the examination.
- Mobile telephones, smart watches and any other electronic devices are not permitted into the examination room. These devices must be switched off and away as per the school's rules and must be done before entering any examination. School bags are to be placed in a location as directed by the teacher away from desks. Note: Students who are found to have a mobile phone or electronic device during an examination will have breached the examination rules. Penalties can include loss of examination mark.
- Students may be required to use their NESA student number as identification on all formal examinations.
- For practical examination times and locations, students are to see their teacher before the exam period.

Timed Online Assessment Tasks - Rules and Procedures

In times of remote learning, assessment tasks may be conducted online under timed conditions, and it is important that students address all task requirements as noted on the

assessment notification. These online assessments can take several forms, including timed online written examinations, performances, or presentations.

- Attendance requirements, completion dates, time limits, and other assessment specifications will apply, and students must read their assessment notifications carefully.
- All assessment tasks require students to work individually, unless instructed otherwise by the classroom teacher. Students must not share answers online or in any other manner. A student who communicates with other students during an examination, shares material relating to an assessment, or does not follow instructions from a teacher, may have some or all of their response not included for assessment. Students must not behave in any manner that jeopardises the integrity of a task. A zero mark may be applied. Any suspicion of malpractice will be addressed by the course Head Teacher and may require the School Assessment Committee's involvement.
- Students requiring disability provisions for online examinations will be referred to the Learning and Support team for assistance.
- Students must check that all technology is functioning before an online examination commences. Students requiring assistance with technology related matters in order to attempt timed online tasks, including access to a suitable device, should raise this with their classroom teacher at least 5 school days before the task is due.
- Students who are unable to attempt a timed online assessment task due to illness or misadventure can use the regular illness and misadventure process.
- Students who submit responses to timed online assessment tasks late due to technological misadventure during the task can also use the illness/misadventure process. Please provide evidence (for example, in the form of a screenshot or photograph) documenting the technology issue, and this may be considered in your illness/misadventure application.

Technology related misadventure **might** include: internet failure, device failure, online platform malfunction. It **does not include** elements within the student's control, such as: uploading/attaching files, sending an email or misunderstanding task requirements.

Student Responsibilities and Procedures

Students are required to:

- sign registers when they receive their notifications and when they submit their task
- complete **all** tasks to the best of their ability
- complete and submit **all** tasks by the due date
- sit for **all** "in school" tasks at the specified time.
- submit work that is their own and no one else's
- following the correct procedures if they are absent for any reason when the task notification is distributed or when the assessment task is due (see below).

A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- **followed** the course developed or endorsed by NESA as per the relevant syllabus
- **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- **achieved** some or all of the course outcomes

Principals may determine that, as a result of absence, the course completion criteria may not be met. Student absence will be regarded seriously by principals. In such circumstances, warning letters relating to the student's non-completion of course requirements will be sent.

Students who enrol at Oran Park High School during the year will be assessed on the tasks completed at Oran Park High School.

Student leave

The Department of Education discourages students taking leave during the school term. Leave from school may be granted by the Principal upon completion of a leave form obtained from the office.

Students should be present at school to complete and submit all assessment tasks and sit examinations. Students and parents should not assume leave will be granted in circumstances where family holidays, social engagements or other matters of a discretionary nature clash with school assessment tasks.

When student leave clashes with an assessment task

Completion/collection of work missed by students due to absence from a class for any reason is the responsibility of the student.

Students are expected to complete all assessment tasks and sit for all examinations at the specified time as set in the assessment schedule for a course. All assessments should be completed at the scheduled time unless students are affected by illness or misadventure.

All hand-in tasks due during the period of leave must still be submitted by the due date or before leave commences. Students with a scheduled in-class task, such as an exam, presentation, or group-work task, may not be able to complete this prior to leave commencing. In this case the student must consult the Head Teacher of the course two weeks prior to leaving to make alternate arrangements or risk receiving zero for this task.

In regards to classwork teachers will place work on the Microsoft Team "Students on Leave".

Work placement or other school events

Students completing school and/or TAFE work placements are still required to submit all hand in assessment tasks on the scheduled due dates.

In regard to in school assessments, work placement is mandatory and takes priority. Alternative arrangements need to be made for the assessment task. Students are responsible for informing their teachers of the clash. Work placement cannot be avoided to represent the school in Sport, etc.

This also applies to students engaging in Work Experience or students representing the school in Sport, Debating, etc.

Submission of Assessment Tasks

Students are responsible for the planning of their work to ensure submission or preparation for tasks does not become an issue. Development of time management skills is an important part of the teaching and learning process.

Assessment tasks (other than class tasks) must be submitted on the due date by the end of the last scheduled lesson for the day or as specified by the Head Teacher. [If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded.](#)

School records must show that a student attended a **full day** of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task. Failure to attend all classes may result in a zero mark being given for the task by the Head Teacher of the course concerned.

Illness and/or Misadventure

- Illness or injury – that is, illness or physical injuries suffered directly by the student which affected the student's performance in the assessment task (e.g. influenza, an asthma attack, a cut hand);
- Misadventure – that is, any other event beyond the student's control which affected the student's performance in the assessment task (e.g. death of a family member, involvement in a traffic accident, isolation caused by a flood). Misadventure may also apply during timed online tasks.

In all cases Oran Park High School requires evidence that clearly identifies disadvantage experienced during the time the student was attempting to complete the assessment task. If illness or misadventure prevents a student from attending an examination, or affects their performance in the examination, it is the students right and responsibility to lodge an Illness/Misadventure application. (See next page)

Absent days immediately prior to the task

The student will need to complete and submit an Illness/Misadventure application (see next page) accompanied by a suitable evidence (ie: medical certificate) that covers the day of submission and two school days leading up to the task that have been affected. This is to prevent students gaining an unfair advantage in completing tasks by staying at home to work on them.

On the day of the task

If absent or partially absent on the day of a scheduled examination, hand in assessment task or oral task, a student or parent / carer must:

- Notify the Head Teacher of the relevant course by 9:00am on that day of the reason
- If unwell, students must obtain a medical certificate for that day
- In the case of misadventure students must provide independent evidence to support

In the event of absence on the due date for submission of an assessment task, the task may be brought to the school by a third party or may be emailed to the relevant teacher. If the task was submitted late, the Year 11 student can submit an Illness/Misadventure application.

Students must attend a full day of school on the day of an assessment task. This is to ensure that no student is advantaged by using school time to work on an assessment task.

Before or during the task

Students must lodge an Illness/Misadventure application if they believe that circumstances occurring immediately before or during an assessment task, and which were beyond their control, diminished their performance in the actual assessment. If specific symptoms of a prior illness or impacts of misadventure are present on the day of the assessment task or examination, and can be proven through an official medical certificate / police report / statutory declaration, it then may be accepted as grounds for an illness / misadventure appeal.

Returning to school after a missed task.

Students must attend school on the first day not covered by the medical certificate and expect to complete an alternate task. Ideally this should be coordinated with the Head Teacher of the course prior to the student returning.

Illness or Misadventure Application

Students and parent / carers can access the [online Illness / Misadventure application](#) via the school's website. Applications must be submitted within **seven (7) days** of the before or after the due date of the assessment task. The application will require student and parent emails along with a description and supporting evidence of the disadvantage experienced during the time the student was attempting to complete the assessment task. When completing an application, students should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of an application. The application will be reviewed by the course Head Teacher and Deputy Principal and outcome emailed to both student and parent.

Supporting evidence should:

- include a statement from the student explaining how they were affected during the assessment task;
- include a statement about how the student's performance during the assessment task may have been affected. The dates featured on the illness evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.
- in cases of misadventure, include evidence from other sources (e.g. police statements and/or statutory declarations explaining how the student's performance in the

assessment task may have been affected) with the date and time of the occurrence and subsequent events. The dates featured on the misadventure evidence must cover the actual date of the assessment task and all subsequent absences until the task is completed.

- In the case of timed online tasks, technological misadventure, evidence such as screenshots or photographs should accompany a detailed explanation of the misadventure.

Illness/Misadventure does not cover:

- Difficulties in preparation or loss of preparation time as a result of an earlier illness
- Printer/computer failure is not an acceptable reason for late submission of work. Technology related matters will only be considered within the context of online timed examinations
- Alleged deficiencies in teaching; for example, extended teacher absences
- Absent on the day the task was distributed
- Loss of study time or facilities prior to the formal study vacation
- Misreading of the timetable or examination instructions
- Failure to enter for the examination in the correct course
- Long term illness such as glandular fever, asthma, epilepsy – unless there is evidence of a sudden reoccurrence during the examination period
- Conditions for which you have been granted disability provisions, unless you experienced further difficulties
- Attendance at a concert, sporting event, cultural event, family holiday, wedding, etc
- Other commitments such as entertainment, work or attendance at examinations conducted by other education organisations.

Outcome of application

Once applications are submitted Head teacher and Deputy Principal review the evidence and either approve or decline the application within five (5) days of receipt. Students and parents/carers are notified immediately by email. Possible outcomes include:

- Task completed at an arranged time/place.
- Zero mark awarded
- Task to be accepted without any loss of mark
- Missed task to be completed at a negotiated time to provide guidance to allocate a mark
- Extension of time determined
- Alternative task to be completed at a negotiated time to provide guidance to allocate a mark
- Estimate used as a last resort if student unable to sit another task.

Students and parent/carers may appeal the decision made above or the result of any assessment task. However, an appeal cannot be made regarding professional teacher judgement in applying the marking criteria.

Appeals regarding Assessment Tasks

This appeals process applies in the following circumstances:

- Dissatisfaction with outcome of an Illness/Misadventure application
- Concern regarding a result for an individual task. This does not include an appeal regarding professional teacher judgement in applying the marking criteria
- Concern regarding results recorded on a progress report

Any appeal should be emailed to the Head Teacher within 7 days of the issue. The Head Teacher in consultation with their supervising Deputy Principal will review and make a recommendation.

Further appeals can be directed to the Deputy Principal of the cohort where an appeals committee will be formed to review and make final recommendation.

All My Own Work

[All My Own Work](#) is a program designed to help HSC students to follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

All students are required to complete the course before being enrolled into Preliminary Courses. Students will learn about penalties for cheating and how to avoid malpractice when preparing their work for assessment. It also recognises the rapid growth in information available to students through the internet.

All My Own Work consists of five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

Malpractice or Non-Serious Attempts

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students underpins the integrity of the RoSA, Preliminary HSC and HSC. Throughout the assessment process, [the highest level of honesty](#) is required. Every student enrolled must have completed NESA's "[All My Own Work](#)" program which explains penalties for malpractice.

Each student's mark is determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged. Use or inclusion of material from other sources

such as books, journals and electronic sources, including the internet, must be appropriately acknowledged. Information gathered from teaching and learning does not require formal acknowledgement.

In the case of suspected malpractice, 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.

[Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating.](#) Malpractice in any form, including plagiarism, is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their satisfactory completion of Stage 5 assessment (the RoSA), the Preliminary HSC and the HSC.

Should malpractice be suspected, students will be informed of the allegation and be required to demonstrate in writing that all unacknowledged work is entirely their own within five school days. If the suspected malpractice constitutes an alleged breach of examination or assessment task rules, students will be expected to respond within five school days to the allegations in writing. The Head Teacher in consultation with the Deputy Principal and Principal will make a determination on a suitable penalty for plagiarism and any other form of malpractice. The matter may be referred to the Assessment Appeals Committee for a decision.

Students determined to have been involved in malpractice of any kind in relation to any assessment task, including exams, should expect to receive a zero mark for that task. Students who are determined to have made a non-serious attempt at an assessment task may also expect to receive a zero for that task.

What constitutes malpractice?

All work presented must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination.

Malpractice is any activity that allows you 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 your own
- using material directly from books, journals, or the internet without referencing 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 your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially

- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules or cheating in an examination
- using non-approved aids or electronic devices during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- removing examination material from the examination room without permission
- adding information to an assessment paper after the examination and requesting additional marks to gain an unfair advantage
- talking during an examination or distracting other students

Non-Serious attempts

A “Non-serious attempt” may include only completing one section of the examination or not making a genuine attempt to complete all sections of an assessment task. Students who are deemed to have made a **Non-serious attempt** at any assessment task will zero for that task. Students need to protect themselves against technological failure. Technological failure may result in zero. Students must ensure paper copies and backups are kept.

In cases where a teacher alleges that the student has made a non-serious attempt at a task, the matter should be referred to the Head Teacher in the first instance. If the Head Teacher agrees that the student has made a non-serious attempt at the task the student has five school days in which to respond in writing. The Head Teacher will make a determination on a suitable penalty. Based on the Head Teacher’s determination, the matter may be referred to the Assessment Appeals Committee and the students and parents/carers will be notified within 5 days of the outcome.

Non-submission of a formal assessment task

- If a student does not complete a task by the due date, the mark for that task will be an zero.
- If the student submits the task late, the zero mark remains and the teacher will mark and provide feedback. If the task has not been completed satisfactorily an N Warning letter being sent home to parents/carers requesting the task be redone.
- Students are required to submit all tasks even if late, understanding a zero will be issued. Failure to submit a task will result in an N Warning letter being sent home to parents/carers.

Drafting Policy (written and non-written work)

Teachers and other participants in the teaching and learning process play a significant role in the drafting of student assessment responses. It is important to make the distinction between feedback given as part of the teaching and learning process and structured feedback given as part of developing an assessment response.

The purpose of viewing student drafts is to provide students with feedback **so that improvements can be made to the response**. Drafting is a **consultation process**, not a marking process. Teachers should not award a notional result or level of achievement for work in a draft form.

Drafting feedback should ask the student to **reflect on strategies** they might use **to refine their work**. The instrument-specific criteria sheet should be used to help the students identify the areas they need to review. The principle of **increasing independence** is important.

What is a draft?

A draft is a body of evidence that is provided by students in response to assessment instruments. This should be a **response that is nearly good enough to submit** for assessment – it is likely to be the **student's second or third attempt** at the task.

Before submitting a draft, students may be required to:

- submit a written outline about their approach
- discuss their approach with their teacher.

What sort of feedback will be provided?

In providing feedback, teachers will **indicate aspects of the response that need to be improved or developed** in order to meet the criteria. Students may be advised to:

- consider other aspects of the text
- work on their role as writer/speaker and show more awareness of the audience
- give priority to the most important points by rearranging the sequence and structure of ideas
- conduct further research or substantiate points made with references.

Teachers may:

- indicate some textual errors and indicate that the draft requires more careful editing – they may not correct or edit all the textual errors in a draft
- provide some written feedback on drafts submitted by the due date
- provide a summary of their feedback and advice to the whole class

In Years 11 and 12, teachers will **indicate** that there are **some genre and task-specific errors** and that more careful editing is required **but will not correct all such errors**. Students are expected to **self-edit** to a high degree.

Mode	All courses except English
Written task	<ul style="list-style-type: none"> teacher consultation allowed outline submitted maximum one drafts submitted
Spoken task	<ul style="list-style-type: none"> teacher consultation allowed maximum one drafts submitted feedback provided during rehearsal/development

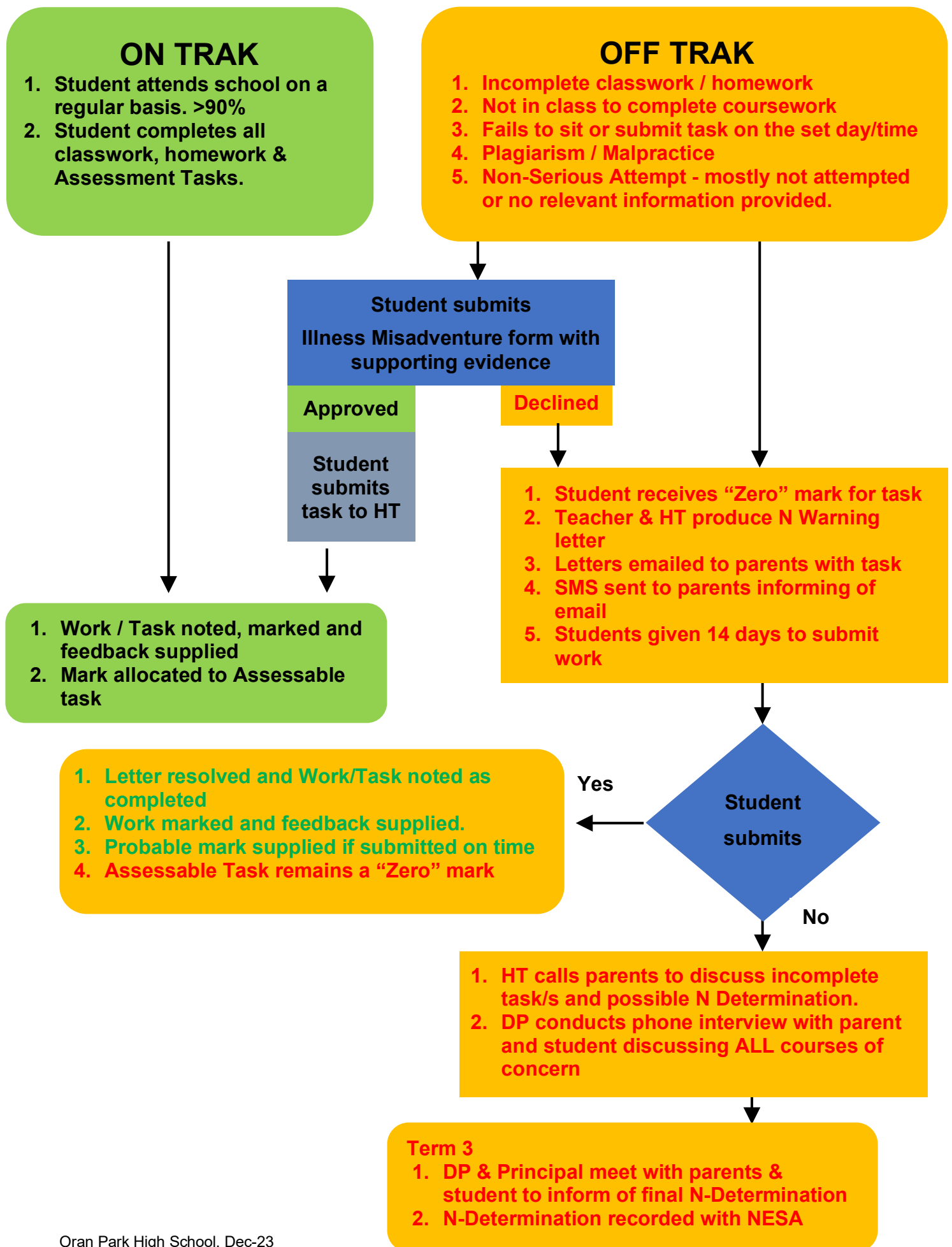
Please note:

- First draft must be submitted no later than six days after the task was received.
- Feedback should be provided within four school days of receiving draft and no later than five school days of the due date.

N-Warnings

- Students who do not satisfactorily complete the required class work, homework and assessment tasks will receive a letter warning of an N-Determination, commonly called an N Warning letter.
- Students with any aspect of their work incomplete will receive a N Warning letter that outlines what they need to do to have satisfactory completion of a course. This letter will give the student 2 weeks to complete work that is outstanding.
- Students will forfeit their early leave privilege to stay in the Senior Learning Centre and complete any outstanding work to resolve any N-Warnings
- Students who have 2 N-Warning letters of work that is outstanding within a course could be considered for a Final N Determination in that course.

Warning of N-Determination Flowchart



Requirements for the Award of the HSC

Students must have;

- satisfactorily completed courses that meet the pattern of study required by NSW Educational Standards Authority (NESA). This includes the completion of the practical, oral and/or project works required for specific courses and the assessment requirements for each course;
- have sat for and made a serious attempt at the Higher School Certificate examinations;
- studied a minimum of 12 Units in the Preliminary course and a minimum of 10 Units in the HSC course. Students will be required to keep 12 Units into Year 12, Term 2.
- you must study
 - at least 6 Units from NESA Developed Courses including at least 2 Units of English
 - at least three courses of 2 Units value or greater
 - at least four subjects
 - no more than 6 Units of Science in Year 11 and 7 Units in Year 12.

Record of School Achievement (ROSA)

The Record of School Achievement is a cumulative credential, designed to record academic achievement to and beyond Year 10 and will be awarded to eligible students when they leave school prior to completing the HSC.



This credential will:

- be a record of achievement for students who leave school before completing the HSC
- report results of moderated, school-based assessment (not external tests)
- be cumulative and recognise a student's achievements until the point they leave school
- show a result for all courses completed in Year 10 and Year 11
- be able to be reliably compared between students across NSW
- give students the opportunity to take online literacy and numeracy tests
- be comprehensive and easy to interpret

Eligibility requirements

To be eligible for the award of the NSW Stage 6 RoSA, students are required to attend a government school or an accredited non-government school. Students should follow and complete the pattern of courses required by NESA and have a satisfactory record of application (effort).

Minimum Standards

Minimum Standard is part of an effort to improve the literacy and numeracy outcomes for students.

In order to receive the Higher School Certificate, students need to meet the minimum standard requirements in Literacy and Numeracy. Failure to complete the minimum standard will result in students receiving a Record of Student Achievement (RoSA) only.

Students need to achieve a level three or four in short online reading, writing and numeracy tests to meet the HSC minimum standard. Students have up to four chances a year to sit each of the tests from Year 10, up to five years after starting their first HSC course. Dates and times will be advertised throughout each year.

Students planning to leave school before completing their HSC may choose to take these tests to show their level of literacy and numeracy skills. Please refer to the [NESA site for more information regarding the HSC minimum standard](#).

Where a student is at risk of a non-completion determination, the school will warn the student and advise the parent in writing. In the case where a student is awarded an “NS” grade in an assessment task, this warning and advice will be given. Students whose attendance is poor may not satisfy course completion criteria. The Principal is the final arbitrator on any matters that arise regarding the final assessments.

It is the responsibility of the student to ensure they take up the opportunities available to them to complete the minimum standards.

Vocational Education and Training (VET)

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

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

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

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI.

Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

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

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken. If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he/ she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

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

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

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

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

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

Key Word Definitions

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

Yearly overview of all assessment tasks

Term 1																																				
	Ancient History	Biology	Business Services VET	Business Studies	Chemistry	Community & Family Studies	Construction VET	Design & Technology	Earth & Environmental	Economics	Engineering Studies	English Advanced	English Extension 1	English Standard	English Studies	Enterprise Computing	Exploring Early Childhood	Food Technology	Hospitality VET	Industrial Technology - Timber	Investigating Science	Languages: Korean Continuers	Legal Studies	Mathematics Advanced	Mathematics Extension 1	Mathematics Standard	Modern History	Music 1	Personal Development, Health & PE	Physics	Software Engineering	Sport, Lifestyle & Recreation	Textiles & Design	Visual Arts	Work Studies	
W1																																				
W2																																				
W3																																				
W4																																				
W5																																				
W6																																				
W7																																				
W8																																				
W9																																				
W10																																				
W11																																				

Term 2		Ancient History	Biology	Business Services VET	Business Studies	Chemistry	Community & Family Studies	Construction VET	Design & Technology	Earth & Environmental	Economics	Engineering Studies	English Advanced	English Extension 1	English Standard	English Studies	Enterprise Computing	Exploring Early Childhood	Food Technology	Hospitality VET	Industrial Technology - Timber	Investigating Science	Languages: Korean Continuers	Legal Studies	Mathematics Advanced	Mathematics Extension 1	Mathematics Standard	Modern History	Music 1	Personal Development, Health & PE	Physics	Software Engineering	Sport, Lifestyle & Recreation	Textiles & Design	Visual Arts	Work Studies
W1																																				
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W4																																				
W5																																				
W6																																				
W7																																				
W8																																				
W9																																				
W10																																				

Term 3	Ancient History	Biology	Business Services VET	Business Studies	Chemistry	Community & Family Studies	Construction VET	Design & Technology	Earth & Environmental	Economics	Engineering Studies	English Advanced	English Extension 1	English Standard	English Studies	Enterprise Computing	Exploring Early Childhood	Food Technology	Hospitality VET	Industrial Technology - Timber	Investigating Science	Languages: Korean Continuers	Legal Studies	Mathematics Advanced	Mathematics Extension 1	Mathematics Standard	Modern History	Music 1	Personal Development, Health & PE	Physics	Software Engineering	Sport, Lifestyle & Recreation	Textiles & Design	Visual Arts	Work Studies				
W1																																							
W2																																							
W3																																							
W4																																							
W5																																							
W6																																							
W7	NO ASSESSMENTS PERMITTED																																						
W8	Final Preliminary Examinations																																						
W9																																							
W10																																							

2024 Assessment Schedules

Year 11 Ancient History - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS					SYLLABUS OUTCOMES									
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	HISTORICAL SKILLS IN THE ANALYSIS AND EVALUATION OF SOURCES & INTERPRETATIONS	HISTORICAL INQUIRY AND RESEARCH	COMMUNICATION OF HISTORICAL UNDERSTANDING IN APPROPRIATE FORMS	Total Weighting	AH11-1	AH11-2	AH11-3	AH11-4	AH11-5	AH11-6	AH11-7	AH11-8	AH11-9	AH11-10
Task 1: <i>Historical Investigation</i> Historical Investigation	Term 1 Week 11			20%	10%	30%			X		X			X	X	
Task 2: <i>Investigating Ancient History</i> Source Based Study	Term 2 Week 9	10%	20%			30%						X	X			X
Task 3: <i>All Topics</i> Preliminary Examination	Term 3 Week 8-10	30%			10%	40%	X			X	X				X	
		40%	20%	20%	20%	100%										

ANCIENT HISTORY Course Number: 11020	
Syllabus 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

Year 11 Biology - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES										
TASK	Due Date	SKILLS IN WORKING SCIENTIFICALLY	KNOWLEDGE AND UNDERSTANDING	Total Weighting	BIO11/12-1	BIO11/12-2	BIO11/12-3	BIO11/12-4	BIO11/12-5	BIO11/12-6	BIO11/12-7	BIO11-8	BIO11-9	BIO11-10	BIO11-11
Task 1: Practical/Skills Assessment	Term 1 Week 10	20%	10%	30%				X	X		X	X			
Task 2: Depth Study	Term 2 Week 5	20%	10%	30%	X	X	X			X	X			X	
Task 3: Preliminary Examination	Term 3 Week 8-10	20%	20%	40%				X	X		X	X	X	X	X
		60%	40%	100%											

BIOLOGY Course Number: 11030	
Syllabus 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 interrelationships of organisms within the ecosystem

Year 11 Business Services - Assessment Schedule

Business Services

RTO - Department of Education - 90333, 90222, 90072, 90162



Education

Qualification: BSB30120 Certificate III in Business

Cohort 2024 - 2025

Training Package BSB Business Services Training Package

School Name: **Oran Park High School**

Assessment Schedule Year 11 - 2024

Assessment Tasks for BSB30120 Certificate III in Business		Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry	EXAM (40%)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	Week	Week	Week 8-10
		Term	Term	Term	Term 3
Code	Unit of Competency	Date	Date	Date	Date
BSBTEC201	Use business software applications	X			
BSBTEC202	Use digital technologies to communicate in the work environment	X			
BSBWHS311	Assist with maintaining workplace safety		X		
BSBINS302	Organise workplace information		X		
BSBXCM301	Engage in workplace communication			X	
BSBOPS201	Work effectively in business environments			X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

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

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

School Name: **Oran Park High School**

Assessment Schedule Year 12 – 2025

Assessment Tasks for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 4 Wellbeing	Task 5 Mastering document design	Task 6 Sharing is caring	Task 7 Thinking critically	HSC TRIAL EXAM (60%)
Code		Unit of Competency	Week Term Date	Week Term Date	Week Term Date	Week Term Date
BSBPWF201	Support personal wellbeing in the workplace	x				
BSBPWF301	Organise personal work priorities		x			
BSBTEC301	Design and produce business documents		x			
BSBSUS211	Participate in sustainable work practices			x		
BSBTWK301	Use inclusive work practices			x		
BSBTEC303	Create electronic presentations			x		
BSBCRT311	Apply critical thinking skills in a team environment				x	
BSBOPS301	Maintain business resources				x	

Depending on the achievement of units of competency, the possible qualification outcome is a BSB30120 Certificate III in Business.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using **40% Preliminary 60% HSC Trial**

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

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Year 11 Business Studies - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS					SYLLABUS OUTCOMES									
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	STIMULUS-BASED SKILLS	INQUIRY AND RESEARCH	COMMUNICATION OF BUSINESS INFORMATION, IDEAS AND ISSUES IN APPROPRIATE FORMS	Total Weighting	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Task 1: <i>Nature of Business</i> Case Study Analysis	Term 1 Week 8	10%	5%	10%	5%	30%	X	X				X				
Task 2: <i>Business Management</i> Business Report	Term 2 Week 7	10%	10%	10%	10%	40%					X		X	X	X	
Task 3: <i>All topics</i> Preliminary Examination	Term 3 Week 8-10	20%	5%		5%	30%	X		X	X						X
		40%	20%	20%	20%	100%										

BUSINESS STUDIES Course Number: 11040	
Syllabus 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

Year 11 Chemistry - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES										
TASK	Due Date	KNOWLEDGE	WORKING SCIENTIFICALLY	Total Weighting	CH11/12-1 Questioning & predicting	CH11/12-2 Planning Investigations	CH11/12-3 Conducting Investigations	CH11/12-4 Processing Data	CH11/12-5 Analysing Data	CH11/12-6 Problem Solving	CH11/12-7 Communicating	CH11-8 Properties of Matter	CH11-9 Quantitative Chemistry	CH11-10 Reactive Chemistry	CH11-11 Drivers of Reactions
Task 1: Problem Solving: Stoichiometry	Term 2 Week 5		25%	25%					X	X					
Task 2: Depth Study: Rates of Reactions	Term 3 Week 4	5%	30%	35%	X	X		X	X		X			X	
Task 3: Preliminary Examination	Term 3 Week 8-10	35%	5%	40%				X				X	X	X	X
		40%	60%	100%											

CHEMISTRY Course Number: 11050	
Syllabus Outcomes	A student...
CH11/12-1 Questioning & Predicting	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2 Planning Investigations	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3 Conducting Investigations	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4 Processing Data	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5 Analysing Data	analyses and evaluates primary and secondary data and information
CH11/12-6 Problem Solving	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7 Communicating	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8 Properties of Matter	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9 Quantitative Chemistry	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10 Reactive Chemistry	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 Drivers of Reactions	analyses the energy considerations in the driving force for chemical reactions

Year 11 Community and Family Studies - Assessment Schedule

Description		Weightings and Components			Syllabus Outcomes												
Task	Due Date	Knowledge and Understanding of Course Content	Skills in Critical Thinking, Research Methodology, Analysing and Communicating	Total Weighting	P1.1	P1.2	P2.1	P2.2	P2.3	P2.4	P3.1	P3.2	P4.1	P4.2	P5.1	P6.1	P6.2
Task 1: Written Task	Term 1 Week 6	5%	20%	25%	X								X	X			
Task 2: Leadership Report	Term 2 Week 6	15%	20%	35%			X		X					X			X
Task 3: Preliminary Examination	Term 3 Week 8-10	20%	20%	40%		X	X	X	X		X	X			X	X	
		40%	60%	100%													

COMMUNITY AND FAMILY STUDIES

Course Number: 11060

Syllabus 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 interrelationships between internal and external factors and their impact on family functioning
P3.1	explains the changing nature of families and communities in contemporary society
P3.2	analyses the significance of gender in defining roles and relationships
P4.1	utilises research methodology appropriate to the study of social issues
P4.2	presents information in written, oral and graphic form
P5.1	applies management processes to maximise the efficient use of resources
P6.1	distinguishes those actions that enhance wellbeing
P6.2	uses critical thinking skills to enhance decision making

Year 11 Construction - Assessment Schedule



Education

Construction

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package

School Name: **Oran Park High School**

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM 60%
		Week 6	Week 5	Week 5	Week 8	Week 8-10
		Term 1	Term 2	Term 3	Term 4	Term 3
		Date	Date	Date	Date	Date
Code	Unit of Competency					
CPCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		X			
CPCCCM1011	Undertake basic estimation and costing			X		
CPCCOM1015	Carry out measurements and calculations			X		
CPCCOM2001	Read and interpret plans and specifications				X	
CPCCOM1013	Plan and organise work				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

School Name: **Oran Park High School**

Assessment Schedule Year 12 - 2025

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 5 Option 5.1, 5.2 or 5.3	Task 6 Tools and equipment	Task 7 Group project	HSC TRIAL EXAM 40%
		Week 8	Week 5	Week 7	Week 2 - 3
		Term 1	Term 2	Term 3	Term 3
		Date	Date	Date	Date
Code	Unit of Competency				
CPCCBL2001	Handle and prepare bricklaying and blocklaying materials	X			
CPCCBL2002	Use bricklaying and blocklaying tools and equipment				
CPCCWF2002	Use wall and floor tiling tools and equipment	X			
CPCCCM2013	Undertake basic installation of wall tiles				
CPCCJN2001	Assemble components	X			
CPCCJN3004	Manufacture and assemble joinery components				
CPCCCA2002	Use carpentry tools and equipment		X		
CPCCCM2005	Use construction tools and equipment		X		
CPCCCA2011	Handle carpentry materials		X		
CPCCVE1011	Undertake a basic construction project			X	
CPCCOM1012	Work effectively and sustainability in the construction industry			X	

Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. **This mark will be calculated using the HSC Trial Exam result.**

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

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Year 11 Design and Technology - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES											
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	KNOWLEDGE AND SKILLS IN DESIGNING, MANAGING, PRODUCING AND EVALUATING DESIGN PROJECTS	Total Weighting	P1.1	P2.1	P2.2	P3.1	P4.1	P4.2	P4.3	P5.1	P5.2	P5.3	P6.1	P6.2
Task 1: Research Task	Term 1 Week 8	10%	20%	30%	X						X	X	X	X		
Task 2: Practical Project and Portfolio	Term 3 Week 6		40%	40%			X		X	X	X		X	X		
Task 3: Preliminary Examination	Term 3 Week 8-10	30%		30%	X	X									X	X
		40%	60%	100%												

DESIGN AND TECHNOLOGY Course Number: 11080	
Syllabus Outcomes	A student...
P1.1	Examines design theory and practice, and considers the factors affecting designing and producing in design projects
P2.2	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

Year 11 Earth and Environmental Science - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES										
TASK	Due Date	WORKING SCIENTIFICALLY	KNOWLEDGE AND UNDERSTANDING	Total Weighting	EES11/12-1	EES11/12-2	EES11/12-3	EES11/12-4	EES11/12-5	EES11/12-6	EES11/12-7	EES11-8	EES11-9	EES11-10	EES11-11
Task 1: Module 2 Research Task	Term 1 Week 9	20%	10%	30%	X				X		X		X		
Task 2: Depth Study	Term 3 Week 2	30%	10%	40%	X		X	X	X		X				X
Task 3: Preliminary Examination	Term 3 Week 8-10	10%	20%	30%				X	X	X	X	X	X	X	X
		60%	40%	100%											

EARTH AND ENVIRONMENTAL SCIENCE

Course Number: 11100

Syllabus 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

Year 11 Economics - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS					SYLLABUS OUTCOMES											
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	STIMULUS-BASED SKILLS	INQUIRY AND RESEARCH	COMMUNICATION OF ECONOMIC INFORMATION, IDEAS AND ISSUES IN APPROPRIATE FORMS	Total Weighting	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12
Task 1: <i>Consumers and Business</i> Extended Response	Term 1 Week 6	10%		10%	10%	30%	X							X		X		
Task 2: <i>Labour Markets</i> Research Task	Term 2 Week 8	10%	10%	10%		30%			X	X					X	X		
Task 3: <i>All Topics</i> Preliminary Examination	Term 3 Week 8-10	20%	10%		10%	40%		X			X	X	X					
		40%	20%	20%	20%	100%												

ECONOMICS Course Number: 11110	
Syllabus 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 concepts
P12	works independently and in groups to achieve appropriate goals in set timelines

Year 11 Engineering Studies - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES													
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	KNOWLEDGE AND SKILLS IN RESEARCH, PROBLEM SOLVING AND COMMUNICATION RELATED TO ENGINEERING PRACTICE	Total Weighting	P1.1	P1.2	P2.1	P2.2	P3.1	P3.2	P3.3	P4.1	P4.2	P4.3	P5.1	P5.2	P6.1	P6.2
Task 1: Research Task	Term 2 Week 2	10%	25%	35%	X		X			X	X	X	X					
Task 2: Engineering Report	Term 3 Week 6	15%	20%	35%		X			X	X				X			X	
Task 3: Preliminary Examination	Term 3 Week 8-10	15%	15%	30%	X	X	X	X	X		X	X	X	X				X
		40%	60%	100%														

ENGINEERING STUDIES Course Number: 11120	
Syllabus 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

Year 11 English Advanced - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES								
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	SKILLS IN RESPONDING TO TEXTS AND COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE AND CONTEXT ACROSS ALL MODES	Total Weighting	EA11-1	EA11-2	EA11-3	EA11-4	EA11-5	EA11-6	EA11-7	EA11-8	EA11-9
Task 1: <i>Reading to Write</i> Creative Writing and Reflection	Term 1 Week 8	15%	15%	30%	X			X			X		X
Task 2: <i>Narratives That Shape Our World</i> Multimodal Task	Term 2 Week 9	20%	20%	40%		X	X			X		X	
Task 3: <i>All Modules</i> Preliminary Examination	Term 3 Week 8-10	15%	15%	30%	X	X	X		X				
		50%	50%	100%									

ENGLISH ADVANCED Course Number: 11140	
Syllabus 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

Year 11 English Extension - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES					
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	SKILLS IN RESPONDING TO TEXTS AND COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE AND CONTEXT ACROSS ALL MODES	Total Weighting	EE11-1	EE11-2	EE11-3	EE11-4	EE11-5	EE11-6
Task 1: <i>Texts, Culture and Value</i> Creative Writing and Reflection	Term 2 Week 2	15%	15%	30%	X	X			X	
Task 2: <i>Texts, Culture and Value</i> Independent Related Project	Term 3 Week 3	20%	20%	40%				X	X	X
Task 3: <i>Texts, Culture and Value</i> Preliminary Examination	Term 3 Week 8-10	15%	15%	30%	X		X		X	
		50%	50%	100%						

EXTENSION ENGLISH 1 Course Number: 11150	
Syllabus 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

Year 11 English Standard - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES								
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	SKILLS IN RESPONDING TO TEXTS AND COMMUNICATION OF IDEAS APPROPRIATE TO AUDIENCE, PURPOSE AND CONTEXT ACROSS ALL MODES	Total Weighting	EN11-1	EN11-2	EN11-3	EN11-4	EN11-5	EN11-6	EN11-7	EN11-8	EN11-9
Task 1: <i>Reading to Write</i> Creative Writing and Reflection	Term 1 Week 8	15%	15%	30%	X			X		X			X
Task 2: <i>Contemporary Possibilities</i> Multimodal Task	Term 2 Week 9	17.5%	17.5%	35%		X	X				X	X	
Task 3: <i>All Modules</i> Preliminary Examination	Term 3 Week 8-10	17.5%	17.5%	35%	X		X		X				
		50%	50%	100%									

ENGLISH STANDARD Course Number: 11130	
Syllabus 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

Year 11 English Studies - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES									
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	SKILLS IN: - COMPREHENDING TEXTS - COMMUNICATING IDEAS - USING LANGUAGE ACCURATELY, APPROPRIATELY & EFFECTIVELY	Total Weighting	ES11-1	ES11-2	ES11-3	ES11-4	ES11-5	ES11-6	ES11-7	ES11-8	ES11-9	ES11-10
Task 1: <i>Achieving through English</i> Multimodal Task	Term 1 Week 10	15%	15%	30%	X			X	X	X				
Task 2: <i>Playing the Game: English in Sport</i> Portfolio Task	Term 3 Week 2	20%	20%	40%		X	X				X		X	
Task 3: <i>All Modules</i> Preliminary Examination	Term 3 Week 8-10	15%	15%	30%	X			X	X					
		50%	50%	100%										

ENGLISH STUDIES Course Number: 30105	
Syllabus Outcomes	A student...
ES11-1	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES11-2	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES11-3	gains skills in accessing, comprehending and using information to communicate in a variety of ways
ES11-4	composes a range of texts with increasing accuracy and clarity in different forms
ES11-5	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
ES11-6	uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
ES11-7	represents own ideas in critical, interpretive and imaginative texts
ES11-8	identifies and describes relationships between texts
ES11-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
ES11-10	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

Year 11 Enterprise Computing - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES										
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	KNOWLEDGE AND SKILLS IN THE PRACTICAL APPLICATION OF THE CONTENT	Total Weighting	EC-11-01	EC-11-02	EC-11-03	EC-11-04	EC-11-05	EC-11-06	EC-11-07	EC-11-08	EC-11-09	EC-11-10	EC-11-11
Task 1: Interactive media and UX project	Term 1 Week 9	10%	15%	25%				X				X	X		X
Task 2: Networking systems and social computing project	Term 2 Week 8	10%	25%	35%	X		X	X		X	X			X	
Task 3: Preliminary Examination	Term 3 Week 8-10	30%	10%	40%	X	X	X		X	X	X	X	X	X	X
		50%	50%	100%											

ENTERPRISE COMPUTING Course Number: 11175	
Syllabus Outcomes	A student...
EC-11-01	Describes how systems are used in a range of enterprises
EC-11-02	Describes the function of data and information within enterprise computing systems
EC-11-03	Describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
EC-11-04	Describes how data is used in enterprise computing systems
EC-11-05	Applies tools and resources to analyse datasets
EC-11-06	Explains how innovative technologies have influenced enterprise computing systems
EC-11-07	Explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
EC-11-08	Selects and uses tools and resources to design and develop an enterprise computing system
EC-11-09	Documents the management and evaluates the development of an enterprise solution
EC-11-10	Investigates the effectiveness of an enterprise computing system
EC-11-11	Communicates an enterprise computing solution to an intended audience

Year 11 Exploring Early Childhood (CEC) - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES																
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	SKILLS IN CRITICAL THINKING, RESEARCH, ANALYSIS AND COMMUNICATING	Total Weighting	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	3.1	4.1	4.2	4.3	5.1	6.1	6.2
Task 1: Presentation Task	Term 1 Week 6	15%	15%	30%	X														X	X	
Task 2: Research Task	Term 2 Week 10	15%	15%	30%			X	X							X				X		
Task 3: Preliminary Examination	Term 3 Week 8-10	20%	20%	40%	X	X	X	X	X										X	X	X
		50%	50%	100%																	

EXPLORING EARLY CHILDHOOD

Course Number: 31010

Syllabus Outcomes	A student...
1.1	analyses prenatal issues that have an impact on development
1.2	examines major physical, social-emotional, behavioural, cognitive and language development of young children
1.3	examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
1.4	analyses the ways in which family, community and culture influence the growth and development of young children
1.5	examines the implications for growth and development when a child has special needs
2.1	analyses issues relating to the appropriateness of a range of services for different families
2.2	critically examines factors that influence the social world of young children
2.3	explains the importance of diversity as a positive issue for children and their families
2.4	analyses the role of a range of environmental factors that have an impact on the lives of young children
2.5	examines strategies that promote safe environments
3.1	evaluates strategies that encourage positive behaviour in young children
4.1	demonstrates appropriate communication skills with children and/or adults
4.2	interacts appropriately with children and adults from a wide range of cultural backgrounds
4.3	demonstrates appropriate strategies to resolve group conflict
5.1	analyses and compares information from a variety of sources to develop an understanding of child growth and development
6.1	demonstrates an understanding of decision-making processes
6.2	critically examines all issues including beliefs and values that may influence interactions with others

Year 11 Food Technology - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS				SYLLABUS OUTCOMES										
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	KNOWLEDGE AND SKILLS IN DESIGNING, RESEARCHING, ANALYSING AND EVALUATING	SKILLS IN EXPERIMENTING WITH AND PREPARING FOOD BY APPLYING THEORETICAL CONCEPTS	Total Weighting	P1.1	P1.2	P2.1	P2.2	P3.1	P3.2	P4.1	P4.2	P4.3	P4.4	P5.1
Task 1: Food Selection and Availability – Investigation and Preparation	Term 1 Week 8	10%	10%	10%	30%	X	X						X			
Task 2: Nutrition and Food Quality Design Task	Term 3 Week 2	5%	15%	20%	40%					X	X	X		X	X	
Task 3: Preliminary Examination	Term 3 Week 8-10	25%	5%		30%	X	X	X	X	X				X		
		40%	30%	30%	100%											

FOOD TECHNOLOGY Course Number: 11180	
Syllabus 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

Year 11 Hospitality: Food and Beverage - Assessment Schedule



Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: **Oran Park High School**

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM 40%
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 9	Week 5	Week 8-10
		Term 2, 2024	Term 3, 2024	Term 3
Code	Unit of Competency	Date	Date	Date
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

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.**

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”.

School Name: **Oran Park High School**

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 3 The hospitality industry	Task 4 Beverage making 101	Task 5 Working 9 to 5	HSC TRIAL EXAM 60%
Code	Unit of Competency	Week 11 Term 1, 2025 Date	Week 10 Term 2, 2025 Date	Week 6 Term 3, 2025 Date	Week 2-3 Term 3 Date
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages		X		
SITHFAB025	Prepare and serve espresso coffee		X		
SITHFAB027	Serve food and beverages		X		
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using **40% for the preliminary examination and 60% for the trial HSC examination.**

* Examinable units to be confirmed by teacher.

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Year 11 Industrial Technology: Timber - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES															
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	KNOWLEDGE AND SKILLS IN THE MANAGEMENT, COMMUNICATION AND PRODUCTION OF PROJECTS	Total Weighting	P1.1	P1.2	P2.1	P2.2	P3.1	P3.2	P3.3	P4.1	P4.2	P4.3	P5.1	P5.2	P6.1	P6.2	P7.1	P7.2
Task 1: Research Task and Practical Project	Term 1 Week 9	15%	15%	30%		X	X		X	X		X	X	X	X		X			
Task 2: Preliminary Project	Term 3 Week 5	10%	30%	40%			X		X	X	X	X	X	X	X	X				
Task 3: Preliminary Examination	Term 3 Week 8-10	15%	15%	30%	X	X	X	X									X	X	X	X
		40%	60%	100%																

INDUSTRIAL TECHNOLOGY – TIMBER

Course Number: 11200-819

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

Year 11 Investigating Science - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES										
TASK	Due Date	KNOWLEDGE AND CONTENT	WORKING SCIENTIFICALLY	Total Weighting	INS11/12-1	INS11/12-2	INS11/12-3	INS11/12-4	INS11/12-5	INS11/12-6	INS11/12-7	INS11-8	INS11-9	INS11-10	INS11-11
Task 1: Depth Study: Constructing a Model	Term 1 Week 9	10%	30%	40%	X	X		X			X			X	
Task 2: Firsthand Investigation: Chemical Reactions	Term 2 Week 9	10%	20%	30%		X	X	X	X			X	X		
Task 3: Preliminary Examination	Term 3 Week 8-10	20%	10%	30%		X			X	X	X	X	X	X	X
		40%	60%	100%											

INVESTIGATING SCIENCE Course Number: 11215	
Syllabus Outcomes	A student...
INS11/12-1	Develops and evaluates questions and hypotheses for a scientific investigation
INS11/12-2	Designs and evaluates investigations in order to obtain primary or secondary data and information
INS11/12-3	Conducts investigations to collect valid and reliable primary or 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 investigation
INS11-9	Examines the use of inferences and generalisations in scientific investigations
INS11-10	Develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INS11-11	Describes and assesses how scientific explanations, laws and theories have developed

Year 11 Languages: Korean Continuers - Assessment Schedule

Description		Weightings and Components					Syllabus Outcomes															
Task	Due Date	Speaking	Listening and Responding	Reading and Responding	Writing in Korean	Total Weighting	1.1	1.2	1.3	1.4	2.1	2.2	2.3	3.1	3.2	3.3	3.4	3.5	3.6	4.1	4.2	4.3
Task 1: Listening and Writing Task	Term 1 Week 9		20%		10%	30%					X		X			X			X			
Task 2: Speaking and Reading Task	Term 2 Week 9	10%		20%		30%	X	X						X			X					
Task 3: Preliminary Examination	Term 3 Weeks 8-10	10%	10%	10%	10%	40%			X	X		X				X			X			
		20%	30%	30%	20%	100%																

Korean Continuers Course Number: 11790	
Syllabus 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 the production of 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 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

Year 11 Legal Studies - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS					SYLLABUS OUTCOMES									
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	ANALYSIS AND EVALUATION	INQUIRY AND RESEARCH	COMMUNICATION OF LEGAL INFORMATION, IDEAS AND ISSUES IN APPROPRIATE FORMS	Total Weighting	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Task 1: <i>Core Part 1: The Legal System</i> Media File	Term 1 Week 11	10%	5%	10%	5%	30%	X	X				X		X		X
Task 2: <i>Core Part II: The Individual and the Law</i> Presentation	Term 2 Week 9	10%	5%	10%	5%	30%			X	X	X					
Task 3: <i>All Topics</i> Preliminary Examination	Term 3 Week 8-10	20%	10%		10%	40%	X	X					X		X	
		40%	20%	20%	20%	100%										

LEGAL STUDIES Course Number: 11220	
Syllabus 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

Year 11 Mathematics Advanced - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES								
TASK	Due Date	UNDERSTANDING, FLUENCY AND COMMUNICATION	PROBLEM SOLVING, REASONING AND JUSTIFICATION	Total Weighting	MA11-1	MA11-2	MA11-3	MA11-4	MA11-5	MA11-6	MA11-7	MA11-8	MA11-9
Task 1: In-class Test	Term 1 Week 8	17.5%	17.5%	35%	X	X						X	X
Task 2: Investigation-Style Task	Term 2 Week 4	12.5%	12.5%	25%	X		X	X				X	X
Task 3: Preliminary Examination	Term 3 Week 8-10	20%	20%	40%	X	X	X	X	X	X	X	X	X
		50%	50%	100%									

MATHEMATICS ADVANCED Course Number: 11255	
Syllabus 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

Year 11 Mathematics Extension 1 - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES					
TASK	Due Date	UNDERSTANDING, FLUENCY AND COMMUNICATION	PROBLEM SOLVING, REASONING AND JUSTIFICATION	Total Weighting	ME11-1	ME11-2	ME11-3	ME11-4	ME11-5	ME11-6
Task 1: In-class Test	Term 1 Week 8	17.5%	17.5%	35%	X	X				
Task 2: Investigation-Style Task	Term 2 Week 4	12.5%	12.5%	25%			X		X	X
Task 3: Preliminary Examination	Term 3 Week 8-10	20%	20%	40%	X	X	X	X	X	X
		50%	50%	100%						

MATHEMATICS EXTENSION 1

Course Number: 11250

Syllabus 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

Year 11 Mathematics Standard - Assessment Schedule

Description		Weightings and Components			Syllabus Outcomes									
Task	Due Date	Understanding, Fluency and Communication	Problem Solving, Reasoning and Justification	Total Weighting	MS11-1	MS11-2	MS11-3	MS11-4	MS11-5	MS11-6	MS11-7	MS11-8	MS11-9	MS11-10
Task 1: In-class Test	Term 1 Week 8	17.5%	17.5%	35%	X	X				X			X	X
Task 2: Investigation-Style Task	Term 2 Week 4	12.5%	12.5%	25%		X			X	X			X	X
Task 3: Preliminary Examination	Term 3 Week 8-10	20%	20%	40%	X	X	X	X	X	X	X	X	X	X
		50%	50%	100%										

MATHEMATICS STANDARD Course Number: 11236	
Syllabus 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

Year 11 Modern History - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS					SYLLABUS OUTCOMES									
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	HISTORICAL SKILLS IN THE ANALYSIS AND EVALUATION OF SOURCES & INTERPRETATIONS	HISTORICAL INQUIRY AND RESEARCH	COMMUNICATION OF HISTORICAL UNDERSTANDING IN APPROPRIATE FORMS	Total Weighting	MH11-1	MH11-2	MH11-3	MH11-4	MH11-5	MH11-6	MH11-7	MH11-8	MH11-9	MH11-10
Task 1: <i>Decline and Fall of the Romanov Dynasty</i> Source Based Study	Term 1 Week 6	10%	20%			30%			X			X			X	
Task 2: <i>Historical Investigation</i> Historical Investigation	Term 2 Week 5			20%	10%	30%			X		X			X	X	
Task 3: <i>All topics</i> Preliminary Examination	Term 3 Week 8-10	30%			10%	40%	X				X				X	
		40%	20%	20%	20%	100%										

MODERN HISTORY Course Number: 11270	
Syllabus 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 and groups in shaping the past
MH11-4	accounts for the different perspectives of individuals and groups
MH11-5	examines the significance of historical features, people, ideas, movements, events and developments of the modern world
MH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH11-7	discusses and evaluates differing interpretations and representations of the past
MH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH11-10	discusses contemporary methods and issues involved in the investigation of modern history

Year 11 Music 1 - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS					SYLLABUS OUTCOMES										
TASK	Due Date	PERFORMANCE	COMPOSITION	AURAL	MUSICOLOGY	Total Weighting	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11
Task 1: <i>Methods of notation</i> Performance & Discussion Task	Term 1 Week 9	15%			10%	25%	X	X							X	X	X
Task 2: <i>Music for small ensembles</i> Performance, Research & Aural Analysis Task	Term 2 Week 9	10%		15%	15%	40%	X		X	X		X			X	X	X
Task 3: <i>Music for radio, film, TV & multimedia</i> Composition & Aural Examination	Term 3 Week 6		25%	10%		35%				X	X		X	X		X	X
		25%	25%	25%	25%	100%											

MUSIC 1 Course Number: 11280	
Syllabus 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 studied
P3	Improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
P4	Recognises and identifies the concepts of music and discusses their use in a variety of musical styles
P5	Comments on and constructively discusses performances and compositions
P6	Observes and discusses concepts of music in works representative of the topics studied
P7	Understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
P8	Identifies, recognises, experiments with and discusses the use of technology in music
P9	Performs as a means of self-expression and communication
P10	Demonstrates a willingness to participate in performance, composition, musicology, and aural activities
P11	Demonstrates a willingness to accept and use constructive criticism

Year 11 Personal Development, Health & Physical Education - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES																
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	SKILLS IN CRITICAL THINKING, RESEARCH, ANALYSIS AND COMMUNICATING	Total Weighting	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	P17
Task 1: <i>Better Health for Individuals</i> Take home assessment	Term 1 Week 9	10%	20%	30%	X	X	X	X											X	X	
Task 2: <i>Body in Motion</i> In-class written task	Term 2 Week 9	10%	20%	30%							X	X	X		X						X
Task 3: Preliminary Examination	Term 3 Week 8-10	20%	20%	40%	X	X	X	X	X	X	X	X	X	X	X	X					
		40%	60%	100%																	

PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

Course Number: 11300

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

Year 11 Physics - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES										
TASK	Due Date	WORKING SCIENTIFICALLY	KNOWLEDGE AND UNDERSTANDING	Total Weighting	PH11/12 - 1	PH11/12 - 2	PH11/12 - 3	PH11/12 - 4	PH11/12 - 5	PH11/12 - 6	PH11/12 - 7	PH11 - 8	PH11 - 9	PH11 - 10	PH11 - 11
Task 1: 2D Vector Analysis	Term 1 Week 7	20%	10%	30%				X	X	X		X			
Task 2: Electricity Depth Study	Term 3 Week 5	30%	10%	40%	X	X	X				X				X
Task 3: Preliminary Examination	Term 3 Week 8-10	10%	20%	30%					X	X	X	X	X	X	X
		60%	40%	100%											

PHYSICS Course Number: 11310	
Syllabus 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

Year 11 Software Engineering - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES								
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	KNOWLEDGE AND SKILLS IN THE PRACTICAL APPLICATION OF THE CONTENT	Total Weighting	SE-11-01	SE-11-02	SE-11-03	SE-11-04	SE-11-05	SE-11-06	SE-11-07	SE-11-08	SE-11-09
Task 1: Programming methodology and planning	Term 2 Week 2	15%	15%	30%	X	X				X	X	X	
Task 2: Programming portfolio and research task	Term 3 Week 4	15%	15%	30%		X	X	X	X			X	
Task 3: Mechatronic programming project	Term 3 Week 6	20%	20%	40%	X					X	X	X	X
		50%	50%	100%									

SOFTWARE ENGINEERING Course Number: 11345	
Syllabus Outcomes	A student...
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

Year 11 Sport, Lifestyle and Recreation (CEC) - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES																						
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING	SKILLS	Total Weighting	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5	3.6	3.7	4.1	4.2	4.3	4.4	4.5
Task 1: Outdoor Recreation Report	Term 1 Week 8	20%	10%	30%			X														X		X				
Task 2: Resistance Training Program	Term 2 Weeks 7-10	15%	25%	40%								X	X				X	X									
Task 3: First Aid Examination	Term 3 Week 6	15%	15%	30%											X						X						X
		50%	50%	100%																							

SPORT, LIFESTYLE AND RECREATION

Course Number: 35015

Syllabus 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	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
5.1	accepts responsibility for personal and community health
5.2	willingly participates in regular physical activity
5.3	values the importance of an active lifestyle
5.4	values the features of a quality performance
5.5	strives to achieve quality in personal performance

Year 11 Textiles and Design - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES										
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING OF COURSE CONTENT	SKILLS AND KNOWLEDGE IN THE DESIGN, MANUFACTURE AND MANAGEMENT OF TEXTILES PROJECTS	Total Weighting	P1.1	P1.2	P2.1	P2.2	P2.3	P3.1	P3.2	P4.1	P5.1	P5.2	P6.1
Task 1: Preliminary Project 1	Term 2 Week 2	20%	10%	30%	X	X	X	X	X			X			
Task 2: Preliminary Project 2	Term 3 Week 4	10%	30%	40%			X	X	X	X	X	X			
Task 3: Preliminary Examination	Term 3 Week 8-10	20%	10%	30%	X	X				X	X		X	X	X
		50%	50%	100%											

TEXTILES AND DESIGN Course Number: 11370	
Syllabus 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 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

Year 11 Visual Arts - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES									
TASK	Due Date	ARTMAKING	ART CRITICISM AND ART HISTORY	Total Weighting	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
Task 1: <i>The Body</i> Artwork & Written Response	Term 1 Week 10	20%	20%	40%	X	X	X	X	X	X	X	X		
Task 2: <i>The Object</i> VAPD & Artwork	Term 2 Week 9	30%		30%	X	X	X	X	X	X				
Task 3: Preliminary Examination	Term 3 Week 8-10		30%	30%							X	X	X	X
		50%	50%	100%										

VISUAL ARTS Course Number: 11380	
Syllabus Outcomes	A student...
P1	explores the conventions of practice in artmaking
P2	explores the roles and relationships between the concepts of artist, artwork, world and audience
P3	identifies the frames as the basis of understanding expressive representation through the making of art
P4	investigates subject matter and forms as representations in artmaking
P5	investigates ways of developing coherence and layers of meaning in the making of art
P6	explores a range of material techniques in ways that support artistic intentions
P7	explores the conventions of practice in art criticism and art history
P8	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
P9	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P10	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Year 11 Work Studies (CEC) - Assessment Schedule

DESCRIPTION		WEIGHTINGS AND COMPONENTS			SYLLABUS OUTCOMES								
TASK	Due Date	KNOWLEDGE AND UNDERSTANDING	SKILLS	Total Weighting	1	2	3	4	5	6	7	8	9
Task 1: <i>My Working Life</i> Developing a career plan	Term 1 Week 10	10%	20%	30%	X	X	X		X				
Task 2: <i>Module 1: In the Workplace Examination</i>	Term 2 Week 10	20%	10%	30%		X				X		X	X
Task 3: <i>Module 2: Preparing Job Applications</i> Job interview	Term 3 Week 6	20%	20%	40%			X	X			X		
		50%	50%	100%									

WORK STUDIES Course Number: 35203	
Syllabus Outcomes	A student...
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 peoples working life
9	evaluates personal and social influences on individuals and groups