Preliminary Assessment Handbook

STAGE 6, 2026

norwest
CHRISTIAN COLLEGE
STRENGTH OF PURPOSE

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The Preliminary Year

To qualify for the Higher School Certificate students must satisfactorily complete a Preliminary pattern of study comprising of at least 12 units and an HSC pattern of study of comprising at least 10 units.

Marks from the Preliminary course of a subject do not contribute to the HSC, however, Preliminary grades are submitted to NESA and will appear on a student's Record of School Achievement should they choose to leave school before completing the HSC. Students should note that the content and skills covered in Preliminary courses are essential foundations for successful HSC year studies.

Preliminary Course assessments will determine the award of an A-E grade, which is based on the Common Grade Scale for Preliminary Courses.

Common Grade Scale for Preliminary Courses

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

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

A — The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B — The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C — The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition, the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D — The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition, the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E — The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition, the student demonstrates elementary skills in recounting information and communicating ideas.

In order to undertake the HSC course in any subject, satisfactory completion of the Preliminary course is essential.

As only 10 units are required for the HSC, students may choose to drop 2 units of study after completing the Preliminary course satisfactorily. For those students who study the Extension 1 course in Mathematics or English, there is the opportunity to study an additional Extension unit known as Extension 2. This means that the student will be studying 4 units in Maths or English.

Satisfactory Completion of a course and N Determination

To satisfactorily complete a course, students must:

- Follow the course developed or endorsed by NESA;
- Apply themselves with diligence and sustained effort;
- Achieve some or all of the course outcomes.

Satisfactory completion can be judged by attendance, level of involvement in class, assignments and tasks completed, and the level of achievement. Failure to meet one or more of these requirements may lead to an "N" or "Non- completion" determination. An "N" determination for a Preliminary course may make a student ineligible to undertake the HSC.

Assessment at Norwest

The College has high expectations of all students and strongly encourages every student to apply their best effort to all course work, including assessment tasks. At Norwest, assessments are designed and managed to enable students to both maximise their learning and capacity as well as demonstrate the knowledge, understanding, and skills they have achieved.

Students must take responsibility for their own learning, monitoring their own progress, and using a range of strategies to achieve their learning goals.

This Assessment Handbook provides students and parents with the details of the planned *assessment of learning* for each course throughout the academic year.

You will find details of the outcomes for each course, the core components of each course and the planned assessments of learning throughout the year with their specific weightings.

To assist students and parents to monitor and plan, the Preliminary Assessment Calendar is published on the Letters, Notes and Forms Tile located on the NWCC "Parent Links" section of the website (www.norwest.nsw.edu.au) and College App.

The College's Assessment Policy is available to parents and students on the College website (www.nwcc.nsw.edu.au) and College App by clicking on the NWCC "Parent Links" and then the College Policies menu option.

Each course is delivered under NESA requirements and all aspects of planning, programming, assessing, and reporting in the Secondary school are monitored by the Head of Faculty and by the Director of Teaching and Learning K-12 (DTL). Parents and students should direct any enquiries about the structure of the following assessment schedules to these staff members.

NSW Educational Standards Authority (NESA) Advice on Assessment in Stage 6

The College's Assessment Policy complies with NESA requirements as outlined in the NESA Assessment Certification and Examination (ACE) Manual https://ace.nesa.nsw.edu.au/.

Assessment in Stage 6

Assessment is the process of gathering information and making judgements about student achievement for a variety of purposes. In the Preliminary and HSC courses those purposes include:

- assisting student learning;
- evaluating and improving teaching and learning programs;
- providing evidence of satisfactory achievement and completion in the Preliminary course;
- providing the Higher School Certificate results.

Assessment for Learning provides a useful approach for the delivery of the Preliminary and HSC courses. It provides opportunities in the context of everyday class activities for students to demonstrate their learning.

The approach is most effective when students:

- are involved in setting learning goals;
- know and understand standards and expectations about what is expected and the standards of work;
- receive feedback that helps them understand the next steps in their learning and plan how to undertake the next steps.

In the context of the Higher School Certificate a major requirement of the internal assessment program is to provide a summative measure of a student's achievement in each course based on:

- a wider range of syllabus outcomes than may be measured by external examination alone.
- multiple measures and observations made throughout the HSC course rather than a single assessment event.

Student access to NESA information

All students can access all general syllabus and examination information via the NESA website (https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home). Personal information can be found at https://studentsonline.nesa.nsw.edu.au/ by activating their Student Online account, which will confirm their NESA Student Number.

Norwest Assessment Procedures

Clear Communication

Students and their parents are encouraged to clearly communicate with mentors, subject teachers and where necessary members of the Assessment Review Committee (Head of Secondary Years (HSY), Director of Teaching and Learning (DTL), Director of Studies (DOS) and relevant Head of Faculty (HOF) and/or Year Advisor (YA) if there are any issues likely to impact a student's ability to complete the course satisfactorily.

Notification and Timing

Students are issued with a booklet and assessment calendar summarising the assessment requirements at the beginning of the Preliminary Course. Both the booklet and calendar are available on the College website. The College endeavours to avoid having more than one hand-in task and one In-Class task per day. However, this cannot always be avoided, and it will not be grounds for appeal that any student has more than one of each on any day, or has several successive days of Assessments, provided that due notice has been given of each.

At least two weeks before the Task is due, written notification of the Task will be issued to students, with details of the outcomes to be assessed, the weighting of the Task, the marking criteria and any other special arrangements.

Assessments which are part of examination periods will be notified by exam timetables and teacher devised revision advice.

Where a teacher feels that, through exceptional circumstances (e.g prolonged unexpected absence of the teacher), the class is unprepared for an assessment task a request to extend must be made to the DTL. The Head of Secondary Years (HSY) and Head of Faculty be may be consulted before changes are agreed upon to ensure equity for the whole cohort. Changes to dates will be clearly communicated to parents and students as soon as this change is approved.

Types of tasks

- In-Class tasks – will require students to prepare for the task both at home and in the previous lessons and it will be completed in the course of a normal lesson. These may include – tests, writing tasks, practicals, performances, speeches or presentations.
- Submitted tasks – will require students to complete a task by a due date and submit it to their teacher. Some work on these tasks may also be completed at school and drafts may be required to be submitted. These may include – research assignments, personal design/representation tasks.
- Collaborative tasks - will require group participation. When this is the case, **each** member of the group will be responsible for their contribution and assessed individually, for some components.
- In-Class and submitted tasks – will require students to complete elements of both types of tasks.

Preparation

As we consider assessment to be for and as learning, as well as of learning, teachers will endeavour to assist students to prepare adequately and meet deadlines by professional management of the assessment cycle, including timely notification, scaffolding tasks where appropriate, mandating drafts, and giving timely feedback.

Importance of feedback

- Feedback is essential for effective student learning;
- Students are encouraged to submit draft assessments for feedback prior to the completion of the final task. Teachers are expected to provide feedback where drafts are submitted **no later than four school days prior to the task due date**. Teachers may accept drafts after this date at their own discretion;
- Teachers are not to rewrite students' work or to correct to perfection – but simply to provide constructive, timely feedback;
- The timely return of drafts is important however, teachers should make their own parameters around submission and feedback on drafts clear to their students. It is not the College's expectation that teachers are always available online; teachers will allocate sufficient time in lessons to return tasks and provide whole-class feedback, as well as opportunities for students to discuss their achievement with the teacher;
- Students should seek timely feedback on their work as soon as possible after task completion or submission to assist them to monitor their progress towards the achievement of specified learning outcomes and to improve the quality of their work.

Submission

In Stage 6 students will be required to submit their work via Canvas on the date and time specified by the notification. **Any task submitted after this time will be consider late, regardless if it is submitted on the same day, and late penalties will apply, as per College policy.**

Where a task is to be completed In-Class task, students' names will be checked. The expectation – no matter what the type of task – is that all students in the course will be ready on the due date.

Submission and Security

Electronic Provisions

Where a teacher has requested electronic submission, the College's electronic submission procedures must be followed.

Computer use

In all cases of tasks completed at home on the computer, responsible use of technology is expected. Students are required to keep back-up copies of their tasks to be produced on request. Students must be able to produce draft copies of tasks to confirm their iterative process. Any task that "appears" as generated immediately will be deems not all the student's own work.

Please note: *Loss of Task (either electronic or otherwise) or inability to print will not be accepted as a valid reason for late submission. All drafts should be saved and stored externally*.

Malpractice

All Stage 6 students have completed the NESA mandated 'All My Own Work' course and will therefore be assumed to understand the seriousness and consequences of malpractice. Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others or leads to an unfair appraisal of their achievement.

Malpractice during tests or examinations is:

- Breaching test/examination rules.
- Acquiring unauthorised copies of the test before the test time/date.
- Copying the work of others.
- Submitting work that is created by A.I, regardless that any edits may have been made by the students personally.

- Taking unauthorised material into the test and/or using it during the test.
- Assisting another student to engage in malpractice is also a form of malpractice.
- Plagiarism is another form of malpractice.

Plagiarism

Plagiarism can be identified as:

- Copying, buying, downloading, stealing or borrowing someone else's work in part or in whole, and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without acknowledging the source.
- Paying someone with money or in kind to write or prepare material that is associated with a task, such as process diaries, logs and journal.
- Submitting work that contains a large contribution from another person, such as a parent, coach or subject expert that is not acknowledged.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Consequences of Malpractice

In all cases of suspected malpractice confidentiality will be maintained and the principles of procedural fairness will be observed at all times:

If a student is found have committed malpractice of any type they may receive a "0" for their assessment tasks and must attend an afterschool service. This decision will be made by the supervising teacher in consultation with the Assessment Review Panel (which consists of Director of Teaching and Learning (DTL), Head of Secondary Years (HSY), Director of Studies (DOS) and Year Advisor (YA) or Head of Faculty (HOF).

The College is obliged to record any instances of malpractice in an HSC course on the NESA Malpractice Register.

Individual study day absence

Absence the day before a task is not permitted, unless of course, this day falls on a weekend or by prior school approval. Any absence the day before an assessment task must be accompanied by a medical certificate or a penalty of 25% deduction of original mark will applied, to ensure equity for all students.

Extensions or Permitted Late Submission of a Task

The late submission or completion of assessment tasks is a serious issue, as without legitimate cause it impacts the fair and equitable administration of the task.

- If a student knows beforehand that they will be absent, the College should be contacted by the parent and the subject teacher and Year Advisor (YA) informed. It is best to arrange for the student to sit or submit the task early;
- Extension requests for the submission of assessment tasks must be made to the subject teacher using the Extension Request form as soon as practicable (generally more than 48 hours) and will only be granted, in consultation with the Assessment Review Panel, in exceptional circumstances. **These requests must be made prior to the due date of the completion of the task**;
- Parents should submit the appropriate form to the subject teacher. Teachers note receipt of the form and new time on Edumate and forward to YA and HOF for approval and storage;
- If a student becomes ill during an In-Class assessment task the DOS will decide whether an estimate or a substitute task will be given

Late or Non-Submission of a Task due to Illness or Misadventure

In the event a hand-in task is not submitted by the due date or an In-Class task is not completed on or before the due date by reason of illness or misadventure the following procedures should be followed, in consultation with the DTL as required:

- Illness/Misadventure form must be completed by parents and submitted to the subject teacher. Form must be approved/filed by DOS;
- A medical certificate will be required to verify any absence due to illness;
- Misadventure (events outside the control of students) will be approved at the discretion of the Curriculum Review Panel;
- The subject teacher will record a note of the incident in Edumate noting the submission of the form and the revised date;
- The subject teacher, in consultation with the HOF, will then administer the task and attempt to ensure that the student receives no advantage – where the subject teacher perceives that the student has received an advantage they must consult the DOS.

Follow up of Missed tasks

If a student has missed a task, for whatever reason, they are responsible, in partnership with their subject teacher, to ensure that they take the task at the first opportunity (usually on the day of their return).

- Late hand-in tasks should be submitted directly to the subject teacher, with the Assessment Task Cover Sheet which will be receipted, or online via Canvas which will be date and time stamped.
- In-Class, group or practical tasks will be managed by the subject teacher – but full cooperation is expected from the student;
- In examination periods, missed papers will be managed by the DOS with support from Learning Enrichment staff and the HOF.

Quality of Academic Tasks

The College requires its students to conduct themselves in a way that demonstrates a commitment to excellence. This includes the quality of their coursework and assessment tasks. Teachers reserve the right to have students re-submit tasks that do not meet this standard. Other consequences may apply at the discretion of the DTL, including N-Warning notice.

Non-Submission without Illness/Misadventure or Revised Date Missed

In the event a hand-in task is not submitted by the due date and time or an In-Class task is not completed on or before the due date and time but illness or misadventure is not proven, or in the event of a revised date being missed the following procedures will be followed:

- The teacher will inform the student and parent (email/phone) that their assessment task is late and will incur a penalty. (If a revised date has been missed the Head of Faculty and DOS must also be informed);
- The teacher will record a note of the incident in Edumate, assign a revised date or task and inform the DOS;
- The teacher will mark the assessment task upon submission/completion;
- The student will be notified of their original mark and revised mark (see table below);

Number of days late or same day submission after published due time (includes weekends)	Percentage of original mark credited to the student
1	75
2	50
3	25
4	0

- Apart from exceptional circumstances, students will be required to submit/complete all assessment tasks even if they will receive a revised mark of zero;

Total Non-Submission/Non-Completion of Task

In the event a task is not submitted or completed at all after the process outlined above (including Extensions and Illness/Misadventure provisions):

- Such students are at risk of a 'N' Determination (see below). The teacher will ensure the YA, HOF, DOS and DTL are fully aware of the non-completion by the end of the same day;
- The class teacher or YA will contact the parent and discuss the incident with parent/guardian and, with the DOS, interview the student, advising them of the problem to be corrected and alert them to the possible consequences of an 'N' determination;
- DOS will issue the parent/guardian with an 'N' Determination Warning letter (warnings are to be issued as soon as possible and as regularly as required) and;
- The DOS will request from the parent/guardian and student written acknowledgement of the warning;
- If the first letter did not achieve its objective, DOS will issue a further warning letter; and retain copies of all relevant documentation on file;
- A mark of zero will apply for that task.

N Determinations

- Students who have not complied with the course requirements and who have received at least two written warnings at the time of finalising grades may be regarded as not having satisfactorily completed the course and be formally assigned an 'N' determination by the Principal.
- This formal determination will not normally be made until the end of the course.
- An 'N' determination in one subject may mean a student does not complete all mandatory requirements and therefore may not be eligible to proceed to the HSC course, thus rendering them ineligible to receive the HSC award. They may receive a RoSA showing all grades awarded at the completion of the Preliminary course.

Assessment Appeals

If students believe they have grounds to dispute the appropriateness of a mark for a recently returned Assessment Task, they must consult the Class Teacher immediately. The Class Teacher will defer to the Assessment Review Panel (which consists of DTL, DoS, HSY and HOF) who will review the task and act appropriately on any findings.

Internal Review Procedures

Students may appeal assessment decisions by submitting an Assessment Appeal Form (available on the College website). The Assessment Review Panel will consider all appeals, taking consideration of whether these guidelines were followed in all matters related to the assessment and whether the student was disadvantaged or treated unfairly. The appeal process will observe the principles of natural justice, incorporating the right to:

- be treated without bias,
- be informed of allegations being made against you,
- respond to an allegation, and
- information regarding the status of the complaint.

Care will be taken to ensure that the principles of natural justice are followed. They will refer to the online ACE manual for further procedures regarding the appeals process for Stages 5 and 6.

Grounds for appeal may be based on the following circumstances:

- Insufficient notification for a task has been provided (less than two weeks)
- The weightings used by the College in its Assessment Program do not conform to NESA requirements;
- The College has varied from its stated assessment program;
- Errors in calculations have been made;
- The student requests a review of the marks allocated based on the published marking rubric

Record of School Achievement (RoSA)

What is the RoSA?

The RoSA is a cumulative credential showing Year 10 grades as well as any grades for Year 11 (Preliminary) courses completed.

To qualify for the award of a Record of School Achievement, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the Record of School Achievement;
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA; and
- completed Year 10.

Satisfactory Completion of Preliminary Courses

A student is 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;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

What credentials will be issued?

The following documents (where applicable) are issued by NESA to students when they leave school:

- the Record of School Achievement.
- the Profile of Student Achievement.
- VET credentials.
- Literacy and Numeracy Test Reports.

The Record of School Achievement provides information on the student's performance throughout Stage 5. (See ACE 4024 Record of School Achievement – procedures for further information.)

The Profile of Student Achievement provides the details of the specific Life Skills syllabus outcomes achieved by students undertaking courses based on Life Skills outcomes and content at the time of the collection of grades for the Record of School Achievement. (See ACE 4025 Profile of Student Achievement – procedures for Stage 5 for further information.)

AQF VET qualifications are awarded to students who undertake VET courses as part of their Record of School Achievement program and achieve at least one unit of competency. (See ACE 4026 VET credentials – procedures for further information.)

Students leaving school who do not meet the Record of School Achievement requirements are issued by NESA with a printed Transcript of Study detailing completed courses and results.

An electronic transcript is available for download from the end of Year 10 detailing student results and current enrolments in courses not yet completed.

Students who sit for the literacy and/or numeracy tests will receive a report on their performance in the tests. The report will show the student's mark and the level that has been achieved.

Communicating Your Intentions/ Registering for the ROSA

Before making a decision to leave school before completing the HSC, students should talk with the Careers Advisor, the YA and the HSY about a proposed pathway.

If the decision is made to leave early then the school will need to register the student's eligibility for a ROSA and ensure they have completed the Minimum Standards testing.

Preliminary Text Requirements

Please click here to see the current 2026 Year 11 Book List

Assessment Approach and Requirements

Students will develop and demonstrate knowledge and understanding of the course content through a combination of presentation, research and examination tasks. Through engagement and completion of these tasks, students will develop skills and knowledge which will form the basis of the fundamental skills required throughout the Stage 6 syllabus.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 7	Term 2 Week 7	Term 3 Week 8/9
Type of Task (In class / submission)		Podcast	Historical Investigation	Final Examination
Module		Investigation of Ancient History	Historical Investigation	Investigation of Ancient History + Features of Ancient Societies
Outcomes Assessed		AH11-1, AH11-2, AH11-5, AH11-9	AH11-6, AH11-7, AH11-8, AH11-10	AH11-3, AH11-4, AH11-5, AH11-9
Knowledge and Understanding of Course Content	40%	10%	10%	20%
Historical Skills	20%	5%	10%	5%
Historical Inquiry and Research	20%	5%	10%	5%
Communication of Historical Understanding	20%	10%	10%	
Total	**100%**	**30%**	**40%**	**30%**

Course Outcomes

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 knowledges, concepts and terms, in appropriate and well-structured forms
AH11-10	discusses contemporary methods and issues involved in the investigation of ancient history

Biology

Assessment Approach and Requirements

All three tasks will assess knowledge and skills requirements of the course. Students will also conduct a Depth Study that allows the further development of concepts and skills in the Preliminary Course.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 6	Term 2 Week 9	Term 3 Week 8/9
Type of Task (In class / submission)		In class: Practical Task	Submission: Depth Study	Final Examination
Module		Cells are the basis for life	Student Choice	All modules
Outcomes Assessed		BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-8	BIO11-1, BIO11-2, BIO112-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7 And ONE of: BIO11-8, BIO11-9, BIO11-10, BIO11-11	BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
Knowledge & Understanding	40%	10%	10%	20%
Skills	60%	15%	30%	15%
Total	**100%**	**25%**	**40%**	**35%**

Course Outcomes

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

Assessment Approach and Requirements

By giving the students a range of assessment components, they will be exposed to a variety of tasks to achieve the outcomes. The Business Plan is an important component of Preliminary Business Studies as the stimulus material allows students to consolidate the course content.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 7	Term 2 Week 8	Term 3 Week 8/9
Type of Task (In class / submission)		In-Class: Topic Test	Submission: Business Plan Report Presentation	Final Examination
Module		Nature of Business	Business Management	All modules
Outcomes Assessed		P1, P2, P6, P7, P8	P5, P6, P7, P8, P9	P3, P4, P5, P8, P9, P10
Knowledge & Understanding	40%	10%	15%	15%
Stimulus	20%		10%	10%
Research	20%	15%	5%	
Communication	20%	5%	5%	10%
Total	**100%**	**30%**	**35%**	**35%**

Course Outcomes

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

Assessment Approach and requirements

All three tasks will assess knowledge and skills requirements of the course. Students will also conduct a Depth Study that allows the further development of concepts and skills in the Preliminary Course.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 6	Term 3 Week 2	Term 3 Week 8/9
Type of Task (In class / submission)		Submission: Gravimetric Analysis Task	Submission: Depth Study	Final Examination
Module		Properties and Structure of Matter	Student Choice	All modules
Outcomes Assessed		CH11-3, CH11-4, CH11-5, CH11-6, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7 Student Choice CH11-8, CH11-9, CH11-10 or CH11-11	CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11
Knowledge & Understanding	40%	5%	5%	30%
Skills	60%	25%	25%	10%
Total	**100%**	**30%**	**30%**	**40%**

Course Outcomes

CH11-1	develops and evaluates questions and hypotheses for scientific investigation
CH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11-5	analyses and evaluates primary and secondary data and information
CH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11	analyses the energy considerations in the driving force for chemical reactions

Assessment Approach and Requirements

Students in CAFS are involved in setting learning goals and are encouraged to know and understand assessment criteria. Assessment is designed to encourage students to monitor their own learning and reflect on their progress. By receiving feedback students understand how to improve their learning.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 7	Term 2 Week 10	Term 3 Week 8/9
Type of Task (In class / submission)		Essay & Topic Test	Research & Literature Review	Final Examination
Module		Resource Management	Individuals and Groups	All Modules
Outcomes Assessed		P4.1, P4.2, P7.3, P1.2, P2.1, P2.3	P2.1,P2.3 P4.1, P4.2, P6.2, P7.2	P1.1 – P7.4
Knowledge and understanding of course content	40%	10%	15%	15%
Skills in critical thinking, research methodology, analysing and communicating	60%	15%	20%	25%
Total	**100%**	**25%**	**35%**	**40%**

Course Outcomes

P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.2	describes the role of the family and other groups in the socialisation of individuals
P2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	analyses the interrelationships between internal and external factors and their impact on family functioning
P3.1	explains the changing nature of families and communities in contemporary society
P3.2	analyses the significance of gender in defining roles and relationships
P4.1	utilises research methodology appropriate to the study of social issues
P4.2	presents information in written, oral and graphic form
P5.1	applies management processes to maximise the efficient use of resources
P6.1	distinguishes those actions that enhance wellbeing
P6.2	uses critical thinking skills to enhance decision making
7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
7.2	develops a sense of responsibility for the wellbeing of themselves and others
7.3	appreciates the value of resource management in response to change
7.4	values the place of management in coping with a variety of role expectations

Design & Technology

Assessment Approach and requirements

The Preliminary Design & Technology course aims to develop students' skills in designing, producing, and evaluating projects to meet needs, while considering the factors that contribute to successful design and production. Assessment in Design & Technology therefore involves students participating in practical design and production activities. Students have opportunities to develop manufacturing skills using a range of tools and materials. They develop means of communicating their design ideas using both written and graphic forms, which become part of design folio work. Assessment of the Preliminary course involves the production of two practical design projects with related design folios, which may include research, case studies, design drawings and evaluations along with a written examination.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 2 Week 7	Term 3 Week 6	Term 3 Week 8/9
Type of Task (In class / submission)		Submission: Project and Folio	Submission: Mini Major Work	Final Examination
Module		The Design Process	Project Proposal and Development	All Modules
Outcomes Assessed		P3.1, P4.1, P5.3, P6.1	P1.1, P2.1, P3.1, P4.1, P4.2, P5.1, P5.2, P5.3	P1.1, P2.1, P2.2, P4.3, P5.2, P6.2
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%	15%	30%	15%
Total	**100%**	**25%**	**40%**	**35%**

Course Outcomes:

P1.1	examines design theory and practice, and considers the factors affecting designing and producing in design projects
P2.1	identifies design and production processes in domestic, community, industrial and commercial settings
P2.2	explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
P3.1	investigates and experiments with techniques in creative and collaborative approaches in designing and producing
P4.	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

Drama

Assessment Approach and Requirements

In Drama, the practices of Making, Performing, and Critically Studying interrelate. Students learn to engage in a collaborative process in which they explore, shape and symbolically represent imagination, ideas, feelings, attitudes, beliefs and their consequences.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9
Type of Task (In class / submission)		In-Class: Group Performance + Logbook	In-Class & Submission: Performance & Design + Logbook	Final Examination
Module		Improvisation. Playbuilding, Acting	Elements of Production in Performance	Theatrical Traditions and Performance Styles
Outcomes Assessed		P1.1, P1.2, P1.5, P1.7, P2.3, P3.1	P1.3, P1.4, P1.6, P2.2, P2.4	P2.1, P3.2, P3.3
Making	40%	20%	20%	
Performing	30%	15%	15%	
Critically Studying	30%	5%	5%	20%
Total	**100%**	**40%**	**40%**	**20%**

Course Outcomes

P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form
P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
P3.3	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements

Assessment Approach and Requirements

All three tasks will assess knowledge and skills requirements of the course. Students will also conduct a depth study that allows the further development of concepts covered in Module 4 and one Fieldwork task.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 7	Term 2 Week 10	Term 3 Week 8/9
Type of Task (In class / submission)		In-Class: Practical Investigation	Submission: Depth Study	Final Examination
Module		Module 1: Earth's Resources	Module 4: Variable	All modules
Outcomes Assessed		ESS11-3, ESS11-4, ESS11-6, ESS11-8	ESS11-1, ESS11-2, ESS11-5, ESS11-7, ESS11-11	ESS11-6, ESS11-8, ESS11-9, ESS11-10, ESS11-11
Knowledge	40%	5%	5%	30%
Skills	60%	25%	25%	10%
Total	**100%**	**30%**	**30%**	**40%**

Course Outcomes

ESS11-1	develops and evaluates questions and hypotheses for scientific investigation
ESS11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
ESS11-3	conducts investigations to collect valid and reliable primary and secondary data and information
ESS11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
ESS11-5	analyses and evaluates primary and secondary data and information
ESS11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
ESS11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
ESS11-8	describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
ESS11-9	describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
ESS11-10	describes the factors that influence how energy is transferred and transformed in the Earth's systems
ESS11-11	describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

Economics

Assessment Approach and Requirements

The following assessment schedule has been developed based on current NESA guidelines and needs to be understood in the broader context of assessment of, for and as learning.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 7	Term 2 Week 8	Term 3 Week 8/9
Type of Task (In class / submission)		Submission: Research Task Media File	In-Class: Quiz	Final Examination
Module		Consumers & Business	Markets, Labour Markets	All modules
Outcomes Assessed		P1, P2, P9, P10, P12	P3, P8, P11	P1, P4, P5, P6, P7,
Knowledge and Understanding	40%	5%	15%	20%
Stimulus-based skills	20%		10%	10%
Inquiry and research	20%	15%	5%	
Communication of economic information, ideas and issues in appropriate forms	20%	5%	5%	10%
Total	**100%**	**25%**	**35%**	**40%**

Course Outcomes

P1	demonstrates understanding of economic terms, concepts and relationships
P2	explains the economic role of individuals, firms and government in an economy
P3	describes, explains and evaluates the role and operation of markets
P4	compares and contrasts aspects of different economies
P5	analyses the relationship between individuals, firms, institutions and government in the Australian economy
P6	explains the role of government in the Australian economy
P7	identifies the nature and causes of economic problems and issues for individuals, firms and governments
P8	applies appropriate terminology, concepts and theories in economic contexts
P9	selects and organises information from a variety of sources for relevance and reliability
P10	communicates economic information, ideas and issues in appropriate forms
P11	applies mathematical concepts in economic contexts
P12	works independently and in groups to achieve appropriate goals in set timelines

English Advanced

Assessment Approach and Requirements

In English, Students will undertake assessment as, for and of learning in both responding to and composing texts. They will be expected to demonstrate knowledge, understanding and skill across a wide range of texts and modes of communication.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 8/9
Type of Task (In class / submission)		In Class+ Submission: Creative Writing & Reflection	In Class+ Submission: Multimodal Presentation	Final Examination All Focus Areas
Module		Reading to Write: Transition to English Advanced	Narratives that Shaped the World	Critical Study of Literature
Outcomes Assessed		EAV-11-01, EAV-11-02, EAV-11-03, EAV-11-04, EAV-11-05, EAV-11-06	EAV-11-01, EAV-11-03, EAV-11-04, EAV-11-05, EAV-11-06	EAV-11-01, EAV-11-02, EAV-11-03, EAV-11-04, EAV-11-05
Knowledge and understanding of course content	50%	10%	20%	20%
Skills in responding to texts and communication of ideas and context across all modes	50%	20%	20%	10%
Total	**100%**	**30%**	**40%**	**30%**

Course Outcomes

EAV-11-01	analyses the ways an author's choice of language, form and structure shapes meaning in texts of different modes and mediums
EAV-11-02	analyses the relationships between texts through context, form and language
EAV-11-03	analyses the ways context and values influence composition and audience response
EAV-11-04	composes texts using language forms and features in new and different contexts
EAV-11-05	composes critical and creative texts for a range of audiences and purposes
EAV-11-06	evaluates own compositional processes and the ways choice of language, form and structure can shape meaning

English Extension 1

Assessment Approach and Requirements

In English, Students will undertake assessment as, for and of learning in both responding to and composing texts. They will be expected to demonstrate knowledge, understanding and skill across a wide range of texts and modes of communication.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 9	Term 2 Week 11	Term 3 Weeks 8/9
Type of Task (In class / submission)		Submission: Writing Portfolio	Submission: Related Research Project	Final Examination
Unit		Texts, Culture and Value		
Outcomes Assessed		EE1-11-01, EE1-11-03, EE1-11-04, EE1-11-05, EE1-11-06	EE1-11-01, EE1-11-02, EE1-11-03, EE1-11-04, EE1-11-05	EE1-11-01, EE1-11-02, EE1-11-03, EE1-11-05, EE1-11-06
Knowledge and understanding of complex texts and of how and why they are valued	50%	10%	20%	20%
Skills in complex analysis, sustained composition and independent investigation	50%	20%	20%	10%
Total	**100%**	**30%**	**40%**	**30%**

Course Outcomes

EE1-11-01	analyses the relationship between author, purpose, form, language, audience and context
EE1-11-02	analyses the ways meaning is made through an author's choice of textual form and language features
EE1-11-03	analyses how texts are valued in a range of contexts and cultures for different purposes and audiences
EE1-11-04	uses independent inquiry skills to analyse key texts and compose texts
EE1-11-05	crafts extended texts that experiment with textual form and language features for a range of purposes and audiences
EE1-11-06	analyses choices in textual form and language, and their influence on the crafting of texts

English Standard

Assessment Approach and Requirements

In English, Students will undertake assessment as, for and of learning in both responding to and composing texts. They will be expected to demonstrate knowledge, understanding and skill across a wide range of texts and modes of communication.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 8/9
Type of Task (In class / submission)		In Class+ Submission: Creative Writing & Reflection	In Class+ Submission: Multimodal Task	Final Examination
Unit		Reading to Write: Transition to English Standard	Contemporary Possibilities	Close Study of Literature
Outcomes Assessed		EST-11-01, EST-11-02, EST-11-03, EST-11-04, EST-11-05, EST-11-06	EST-11-01, EST-11-02, EST-11-03, EST-11-04, EST-11-05, EST-11-06	EST-11-01, EST-11-03, EST-11-04, EST-11-05, EST-11-06
Knowledge and understanding of course content	50%	10%	20%	20%
Skills in responding to texts and communication of ideas and context across all modes	50%	20%	20%	10%
Total	**100%**	**30%**	**40%**	**30%**

Course Outcomes:

EST-11-01	analyses the ways an author's choice of language, form and structure shape meaning in texts of different modes and mediums
EST-11-02	explains the relationships between texts through context, form and language
EST-11-03	explains the ways context and values influence composition and audience response
EST-11-04	composes texts, using language forms and features in new and different contexts
EST-11-05	composes critical and creative texts for a range of audiences and purposes
EST-11-06	explains own compositional processes and the ways choices of language, form and structure can shape meaning

Assessment Approach and Requirements

In English, Students will undertake assessment as, for and of learning in both responding to and composing texts. They will be expected to demonstrate knowledge, understanding and skill across a wide range of texts and modes of communication.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 8/9
Type of Task (In class / submission)		In Class+ Submission: Imaginative Writing & Unseen Texts Responses	Submission: Feature Article	Final Examination
Unit		Reading to Write: Transition to English Studies	Elective Focus Area A: Voices of Australia	Elective Focus Area I: The Big Screen
Outcomes Assessed		ESD-11-01, ESD-11-02, ESD-11-04, ESD-11-05	ESD-11-01, ESD-11-02, ESD-11-03, ESD-11-04, ESD-11-05	ESD-11-02, ESD-11-04, ESD-11-05
Knowledge and understanding of course content	50%	20%	15%	15%
Skills in responding to texts and communication of ideas and context across all modes	50%	15%	15%	20%
Total	**100%**	**35%**	**30%**	**35%**

Course Outcomes:

ESD-11-01	uses strategies to explain information and ideas in a variety of texts
ESD-11-02	explains how authors shape meaning and influence audiences through context, textual form and features in a range of modes and mediums
ESD -11-03	identifies connections between texts
ESD-11-04	composes critical and creative texts that structure information and ideas for particular purposes
ESD-11-05	communicates ideas and perspectives using accurate terminology, grammar and textual evidence

Assessment Approach and requirements

This course supports students in developing knowledge, skills, practice, and the critical importance of enterprise information systems. Students develop an entrepreneurial mindset, think creatively, devise solutions and communicate information to a range of audiences using a variety of project work to understand contemporary technology.

Students perform project work and apply their knowledge and skills in new and contemporary ways, including interactive media and the user experience, networking systems and social connections, principles of cybersecurity, data science, data visualisations, and intelligent systems.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 2 Week 1	Term 3 Week 2	Term 3 Weeks 8/9
Type of Task (In class / submission)		Submission: Interactive Media and UX Project with Research Applied	Submission: Networking Systems and Social Computing Project	Final Examination – Practical and Written Component
Module		UX	Networks/Social	All modules
Outcomes Assessed		EC-11-01, EC-11-03, EC-11-06, EC-11-07, EC-11-10	EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-06, EC-11-08, EC-11-09, EC-11-10, EC-11-11	EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-05, EC-11-06, EC-11-07, EC-11-09
Knowledge and understanding of course content	50%	10%	10%	30%
Knowledge and skills in the practical application of the content	50%	15%	25%	10%
Total %	**100%**	**25%**	**35%**	**40%**

Course Outcomes

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

Exploring Early Childhood

Assessment Approach and Requirements

There is no external examination of students in Stage 6 Content Endorsed Courses. Assessment provides a measure of a student's achievement based on the range of syllabus content and outcomes. The assessment components, weightings and task requirements to be applied to internal assessment are identified below. They ensure a common focus across schools for internal assessment, while allowing for flexibility in the design of tasks. A variety of tasks should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 6	Term 2 Week 9	Term 3 Week 8/9
Type of Task (In class / submission)		Submission: Research	In Class: Knowledge and Practical Component	Final Examination
Module		Pregnancy and Childbirth	Food And Nutrition	All modules
Outcomes Assessed		1.1, 1.4, 2.1, 5.1, 6.1, 6.2	1.3, 1.4, 1.5, 6.1, 6.2	1.1, 1.2, 1.3, 1.4, 1.5, 2.5, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.2, 4.3, 5.1, 6.1, 6.2
Knowledge and understanding of course content	50%	15%	20%	15%
Knowledge and skills in applying course content	50%	15%	20%	15%
Total	**100%**	**30%**	**40%**	**30%**

Course Outcomes

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 - infants, toddler, preschool and early years of school
1.4	analyses the ways in which family, community & 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 adult from a wide range of cultural backgrounds
4.3	demonstrates appropriate strategies to resolve group conflict
5.1	analyses & compares info from a variety of sources to gain an understanding of child growth & development
6.1	demonstrates and understanding of decision making processes
6.2	critically examines all issues including beliefs and values that may influence interactions with others

Food Technology

Assessment Approach and requirements

Assessment in Food Technology consists of research, practical tasks, analysis of recipes and a written examination. The course involves hands-on practical activities which develop knowledge and skills in food preparation. During practical lessons students conduct experimental work, applying knowledge of the nutritional, functional, and sensory characteristics of food. The Preliminary course requires students to complete two written projects. These involve the demonstration of theoretical learning, planning, producing, analysing and/or evaluating food prepared in class. Written assessment tasks require students to demonstrate their ability to communicate effectively about food using computer software and technology.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 2 Week 4	Term 3 Week 2	Term 3 Week 8/9
Type of Task (In class / submission)		In-Class & Submission: Research Report, Practical Task & Analysis	In-Class & Submission: Research Report Practical Plan & Practical Task	Final Examination
Module		Food Selection & Availability	Food Quality	All Modules
Outcomes Assessed		P2.2, P3.2, P4.1, P4.4	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.1	P1.1, P1.2, P3.1, P4.1, P4.2, P4.3, P4.4, P5.1
Knowledge and understanding of course content	40%	5%	10%	25%
Knowledge and skills in designing, researching, analysing and evaluating	30%	5%	10%	15%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	15%	15%	
Total	**100%**	**25%**	**35%**	**40%**

Course Outcomes

P 1.1	identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
P 1.2	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
P 2.1	explains the role of food nutrients in human nutrition
P 2.2	identifies and explains the sensory characteristics and functional properties of food
P 3.1	assesses the nutrient value of meals/diets for particular individuals and groups
P 3.2	presents ideas in written, graphic and oral form using computer software where appropriate
P 4.1	selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food
P 4.2	plans, prepares and presents foods which reflect a range of the influences on food selection.
P 4.3	selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
P 4.4	applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products.
P 5.1	generates ideas and develops solutions to a range of food situations.

Assessment Approach and Requirements

By giving the students a range of assessment components, they will be exposed to a variety of tasks to achieve the outcomes. Students plan and conduct ONE Geographical Investigation to develop their understanding of the nature of geographical inquiry through practical research and applying geographical concepts, skills and tools.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 8	Term 2 Week 9	Term 3 Week 8/9
Type of Task (In class / submission)		Submission & In Class: Scenario Research Task	Submission & In Class: Geographical Investigation	Final Examination
Module		Earth's Natural Systems	Earth's Natural Systems, Human Environment Interactions	All topics
Outcomes Assessed		GE11-01 GE11-02 GE11-09	GE11-05 GE11-06 GE11-07 GE11-08	GE11-03 GE11-04 GE11-08 GE11-09
Knowledge & Understanding	40%			40%
Geographical Skills and Tools	20%	5%	15%	
Geographical Inquiry and research, including fieldwork	20%	5%	15%	
Communication of geographical information, ideas and issues	20%	10%	10%	
Total	**100%**	**20 %**	**40%**	**40%**

Course Outcomes

GE11-01	examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
GE11-02	explains geographical processes and influences, at a range of scales, that form and transform places and environments
GE11-03	explains geographical opportunities and challenges, and varying perspectives and responses
GE11-04	assesses responses and management strategies, at a range of scales, for sustainability
GE11-05	analyses and synthesizes relevant geographical information from a variety of sources
GE11-06	identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
GE11-07	applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE11-08	applies mathematical ideas and techniques to analyse geographical data
GE11-09	communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Assessment Approach and Requirements

The Health and Movement Science Year 11 focuses on *Health for Individuals and Communities* and *The Body and Mind in Motion*, with depth studies and a Collaborative Investigation embedded. The skills of collaboration, analysis, communication, creative thinking, problem-solving, and research underpin the syllabus content. Students are required to develop and apply these skills to demonstrate an understanding of the meaning of health from different perspectives and how body systems influence efficient movement.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 9	Term 3 Week 4	Term 3 Week 8/9
Type of Task (In class / submission)		Submission: Research Analysis & Reflection	In-Class: Collaborative Investigation & Individual Presentation	Final Examination
Module		Core 1	Core 2	All modules
Outcomes Assessed		HM-11-1 HM-11-2 HM-11-6 HM-11-10 HM-11-9	HM-11-2 HM-11-3 HM-11-5 HM-11-6 HM-11-7	HM-11-1, HM-11-2, HM-11-3, HM-11-4, HM-11-5, HM-11-6, HM-11-7, HM-11-8, HM-11-9, HM-11-10
Knowledge and Understanding of course content	40%	10%	10%	20%
Skills in collaboration, analysis, communication, creative thinking, problem solving and research	60%	20%	25%	15%
Total	**100%**	**30%**	**35%**	**35%**

Course Outcomes

HM-11-1	interprets meanings, measures and patterns of health experienced by Australians
HM-11-2	analyses methods and resources to improve and advocate for the health of young Australians
HM-11-3	analyses the systems of the body in relation to movement
HM-11-4	investigates movement skills and psychology to improve participation and performance
HM-11-5	collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
HM-11-6	analysis: analyses the relationships and implications of health and movement concepts
HM-11-7	communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
HM-11-8	creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
HM-11-9	problem-solving: proposes and evaluates solutions to health and movement issues
HM-11-10	research: analyses a range of sources to make conclusions about health and movement concepts

Assessment Approach and Requirements

Students will develop and demonstrate knowledge and understanding of the course content through inquiry and research tasks and will demonstrate their overall learning through the Preliminary Examinations.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 9	Term 2 Week 11	Term 3 Week 8/9
Type of Task (In class / submission)		Submission: Presentation	In-Class & Submission: Research and In-Class Essay	Final Examination
Module		The Legal System	Individual and the Law	Law in Practice
Outcomes Assessed		P1, P4, P6	P5, P7, P8, P9	P1-10
Knowledge and understanding	40%	10%		30%
Analysis and Evaluation	20%	5%	15%	
Inquiry and Research	20%	10%	10%	
Communication	20%	5%	5%	10%
Total	**100%**	**30%**	**30%**	**40%**

Course Outcomes

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

Assessment Approach and Requirements

There will be TWO different forms of assessment: In-Class Test and the Final Examination

- Task 1: In-Class Test
- Task 2: In-Class Test
- Task 3: Yearly Examination – Formal examination under silent conditions in the examination rooms

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 9	Term 2 Week 8	Term 3 Week 8/9
Type of Task (In class / submission)		In-Class Test	In-Class Test	Yearly Examination
Module		Working with Functions	Trigonometry and Differentiation	All modules
Outcomes Assessed		MAO-WM-01 MAV-11-01 MAV-11-02	MAO-WM-01 MAV-11-04 MAV-11-05 MAV-11-06	MAO-WM-01 MAV-11-01 to MAV-11-10
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in working mathematically	50%	15%	15%	20%
Total	**100%**	**30%**	**30%**	**40%**

Course Outcomes

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MAV-11-01	applies algebraic techniques and the laws of indices and surds to manipulate expressions and solve problems
MAV-11-02	uses functions and relations to model, analyse and solve problems
MAV-11-03	analyses and solves algebraic and graphical problems involving transformations of functions and relations
MAV-11-04	applies trigonometry to solve problems involving geometric shapes
MAV-11-05	uses periodic functions to solve trigonometric equations and prove trigonometric identities
MAV-11-06	interprets the meaning of the derivative and determines the derivative of functions to solve problems
MAV-11-07	applies exponential and logarithmic laws to simplify expressions, solve equations and prove results
MAV-11-08	analyses graphs of exponential and logarithmic functions
MAV-11-09	solves problems involving probability in a variety of contexts
MAV-11-10	displays and analyses datasets using summary statistics and graphical representations

Mathematics Extension 1

Assessment Approach and Requirements

There will be TWO different forms of assessment: In-Class Test and the Final Examination

- Task 1 In-Class Test
- Task 2: In-Class Test
- Task 3: Yearly Examination – Formal examination under silent conditions in the examination rooms

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 8	Term 2 Week 11	Term 3 Week 8/9
Type of Task (In class / submission)		In-Class Test	In-Class Test	Yearly Examination
Module		Polynomials and Inequalities	Further Work with Functions and Trigonometry	All modules
Outcomes Assessed		MAO-WM-01 ME1-11-01 ME1-11-02	MAO-WM-01 ME1-11-01 ME1-11-03 ME1-11-04	MAO-WM-01 ME1-11-01 ME1-11-02 ME1-11-03 ME1-11-04 ME1-11-05
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in working mathematically	50%	15%	15%	20%
Total	**100%**	**30%**	**30%**	**40%**

Course Outcomes

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
ME1-11-01	solves problems involving inequalities, functions and their inverses, graphical relationships between functions, and parametric equations
ME1-11-02	applies the remainder and factor theorem and sums and products of zeroes to solve problems involving polynomials
ME1-11-03	solves problems in three dimensions using trigonometry and simplifies expressions, proves results and solves problems involving compound angles using trigonometric identities
ME1-11-04	uses permutations and combinations to solve problems involving counting, ordering and probability
ME1-11-05	uses the binomial theorem to solve problems and prove identities

Assessment Approach and Requirements

There will be TWO different forms of assessment: In-Class Test and Final Examination

- Task 1: In-Class Test
- Task 2: In-Class Test
- Task 3: Yearly Examination

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 9	Term 2 Week 8	Term 3 Week 8/9
Type of Task (In class / submission)		In-Class Test	In-Class Test	Yearly Examination
Module		Algebra and Measurement	Finance and Data	All modules
Outcomes Assessed		MAO-WM-01 MST-11-01 MST-11-05	MAO-WM-01 MST-11-03 MST-11-04 MST-11-08	MAO-WM-01 MST-11-01 to MST-11-08
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in working mathematically	50%	15%	15%	20%
Total	**100%**	**30%**	**30%**	**40%**

Course Outcomes

MAO-WM-01	develops understanding and fluency in mathematics through exploring and connecting mathematical concepts, choosing and applying mathematical techniques to solve problems, and communicating their thinking and reasoning coherently and clearly
MST-11-01	represents information in symbolic, graphical and tabular form
MST-11-02	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MST-11-03	performs calculations in relation to two-dimensional and three-dimensional figures
MST-11-04	models relevant financial situations using appropriate tools
MST-11-05	makes predictions about everyday situations based on simple mathematical models
MST-11-06	develops and carries out simple statistical processes to answer questions posed
MST-11-07	solves probability problems involving multi stage events
MST-11-08	uses appropriate technology to investigate, organise and interpret information in a range of contexts

Assessment Approach and Requirements

Students will develop and demonstrate knowledge and understanding of the course content through inquiry and research tasks and will demonstrate their overall learning through the Preliminary Examinations. They will develop source-based skills and communicate their historical understanding using appropriate historical terms, concepts and written forms.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 6	Term 2 Week 9	Term 3 Week 8/9
Type of Task (In class / submission)		Submission: Research Task	Submission: Historical Investigation	Final Examination
Module		Investigating Modern History	Historical Investigation	Shaping of the Modern World
Outcomes Assessed		MH11-4, MH11-6, MH11-7, MH11-9	MH11-5, MH11-6, MH11-8, MH11-10	MH11-1, MH11-2, MH11-3, MH11-9
Knowledge and understanding of course content	40%			40%
Historical skills in the analysis and evaluation of sources and interpretations	20%	15%	5%	
Historical inquiry and research	20%		20%	
Communication of historical understanding in appropriate forms	20%	15%	5%	
Total	**100%**	**30%**	**30%**	**40%**

Course Outcomes

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

Music 1

Assessment Approach and Requirements

Students will develop knowledge, understanding, and skills in the concepts of music through Performing, Composing, Musicology and Aural.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
		Term 1 Week 8	Term 2 Week 6	Term 3 Week 8/9
Type of Task (In class / submission)		Musicology Viva Voce	Composition Portfolio and Performance	Written Exam - Aural Skills and Performance
Module		Music for Radio, Film, Television & Multimedia	Music of the 19th Century	Australian Music
Outcomes Assessed		P2, P6, P11	P1, P2, P3, P5, P7, P8,	P1, P4, P9, P10
Performance	25%		10%	15%
Composition	25%		25%	
Aural	25%			25%
Musicology	25%	25%		
Total	**100%**	**25%**	**35%**	**40%**

Course Outcomes

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

Music 2

Assessment Approach and Requirements

Students will develop knowledge, understanding, and skills in the concepts of music through Performing, Composing, Musicology and Aural.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 8	Term 2 Week 6	Term 3 Week 8/9
Type of Task (In class / submission)		Musicology Presentation	Performance and Composition Portfolio Submission	Witten Exam - Aural Skills & Musicology and Performance (+Sight Singing)
Module		Mandatory Topic: Music 1600 - 1900	Mandatory Topic: Music 1600 - 1900	Australian Music
Outcomes Assessed		P2, P6, P7, P12	P1, P2, P3, P4, P5, P8, P9	P1, P7, P10, P11
Performance	25%		10%	15%
Composition	25%		25%	
Aural	25%	10%		15%
Musicology	25%	15%		10%
Total	**100%**	**25%**	**35%**	**40%**

Course Outcome

P1	confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
P2	demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
P3	composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
P4	creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
P5	analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
P6	discusses and evaluates music making constructive suggestions about performances and compositions
P7	observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
P8	understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied
P9	identifies, recognises, experiments with, and discusses the use of technology in music
P10	performs as a means of self-expression and communication
P11	demonstrates a willingness to participate in performance, composition, musicology and aural activities
P12	demonstrates a willingness to accept and use constructive criticism

Assessment Approach and requirements

Students develop knowledge, understanding and skills through the making of photographs, and/or video and/or digital images that lead to and demonstrate conceptual and technical accomplishments. They also develop knowledge, understanding and skills that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 8	Term 2 Week 9	Term 3 Week 8
Type of Task (In class / submission)		In-Class & Submission: Portfolio of Digital Images and Class Quiz	In-Class & Submission: Video and Class Presentation	Submission: Final Portfolio and VAPD
Module		Manipulated Forms	Temporal Accounts	Final Portfolio
Outcomes Assessed		M1, M2, M4, CH1, CH2, CH4	M3, M4, M5, M6, CH3, CH4, CH5	M1, M2, M4, M5
Making/Critical	70%	20%	20%	30%
Historical Studies	30%	15%	15%	
Total	**100%**	**35%**	**35%**	**30%**

Course Outcomes

M1	generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
M2	explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
M3	investigates different points of view in the making of photographs and/or videos and/or digital images
M4	generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
M5	develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
M6	takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
CH1	generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
Ch2	investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
CH3	distinguishes between different points of view and offers interpretive accounts in critical and historical studies
CH4	explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

Assessment Approach and requirements

All three tasks will assess knowledge and skills requirements of the course. Students will also conduct a depth study that allows the further development of concepts covered in Module 3, Waves and Thermodynamics.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 8	Term 2 Week 11	Term 3 Week 8/9
Type of Task (In class / submission)		In-Class: Practical Task	Submission: Depth Study	Final Examination
Module		Kinematics and Dynamics	Waves and Thermodynamics	All Modules
Outcomes Assessed		PHY11-3, PHY11-4, PHY11-6, PHY11-8, PHY11-9	PHY11-1, PHY11-2, PHY11-5, PHY11-7, PHY11-10	PHY11-5, PHY11-6, PHY11-7, PHY11-8, PHY11-9, PHY11-10, PHY11-11
Knowledge & Understanding	40%	5%	5%	30%
Skills	60%	25%	25%	10%
Total	**100%**	**30%**	**30%**	**40%**

Course Outcomes

PHY11-1	develops and evaluates questions and hypotheses for scientific investigation
PHY11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PHY11-3	conducts investigations to collect valid and reliable primary and secondary data and information
PHY11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PHY11-5	analyses and evaluates primary and secondary data and information
PHY11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
PHY11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PHY11-8	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
PHY11-9	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
PHY11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
PHY11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

Assessment Approach and Requirements

Students will develop and demonstrate knowledge and understanding of the course content through a combination of presentation, research and examination tasks. Through engagement and completion of these tasks, students will develop skills and knowledge which will form the basis of the fundamental skills required throughout the Stage 6 syllabus.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 8	Term 2 Week 10	Term 3 Week 8/9
Type of Task (In class / submission)		In-Class: Topic Test	Submission: Mini Personal Interest Project (PIP)	Final Examination
Module		The Social and Cultural World	Personal and Social Identity	Intercultural Communication
Outcomes Assessed		P6, P7, P9, P10	P2, P3, P4, P8	P1, P3, P5, P10
Knowledge and Understanding of Course Content	50%	15%	15%	20%
Application and Evaluation of Social and Cultural Research Methods	30%	10%	15%	5%
Communication of Information, Ideas and Issues in Appropriate Forms	20%	5%	10%	5%
Total	**100%**	**30%**	**40%**	**30%**

Course Outcomes

P.1	identifies and applies social and cultural concepts
P.2	describes personal, social and cultural identity
P.3	identifies and describes relationships and interactions within and between social and cultural groups
P.4	identifies the features of social and cultural literacy and how it develops
P.5	explains continuity and change and their implications for societies and cultures
P.6	differentiates between social and cultural research methods
P.7	selects, organises and considers information from a variety of sources for usefulness, validity and bias
P.8	plans and conducts ethical social and cultural research
P.9	uses appropriate course language and concepts suitable for different audiences and contexts
P.10	communicates information, ideas and issues using appropriate written, oral and graphic forms

Assessment Approach and Requirements

The Year 11 formal school-based assessment program is to reflect the following requirements:

- Schools have authority to determine the number, type of task and the weighting allocated to an assessment task.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 2 Week 4	Term 3 Week 6	Term 3 Weeks 8/9
Type of Task (In class / submission)		Programming Portfolio and In class task	Programming Project	Yearly Examination
Module		Programming Fundamentals	Object-Oriented Programming (OOP) and Programming mechatronics	All
Outcomes Assessed		SE-11-01, SE-11-02, SE-11-06, SE-11-07	SE-11-01, SE-11-02, SE-11-03, SE-11-06, SE-11-07, SE-11-08, SE-11-09	SE-11-01, SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-07, SE-11-08
Knowledge and understanding of course content	50%	10%	15%	25%
Knowledge and skills in the practical application of the content	50%	20%	25%	5%
Total	**100%**	**30%**	**40%**	**30%**

Course Outcomes

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

Studies of Religion II

Assessment Approach and Requirements

Students will develop and demonstrate knowledge and understanding of the course content through a combination of presentation, research and examination tasks. Through engagement and completion of these tasks, students will develop skills and knowledge which will form the foundation of required knowledge, understanding and skills throughout the Stage 6 syllabus.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 5	Term 2 Week 6	Term 3 Week 8/9
Type of Task (In class / submission)		The Nature of Religion Presentation	Judaism: Research and In Class Essay	Yearly Examination
Module		Nature of Religion	Religious Tradition Depth Study: Judaism	All topics
Outcomes Assessed		P1, P2, P6, P8, P9	P3, P4, P5, P6, P7, P8, P9	P1, P2, P5, P7, P8, P9
Knowledge & Understanding of Course Content	40%	10%	10%	20%
Source Based Skills	20%		10%	10%
Investigation and research	20%	10%	10%	
Communication of information, ideas and issues in appropriate forms	20%	5%	10%	5%
Total	**100%**	**25%**	**40%**	**35%**

Course Outcomes

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

Assessment Approach and Requirements

Students will grow and develop both their understanding of the role of the Visual Arts in the World, whilst building a repertoire of practical skills through artmaking and knowledge of artists practice through the indepth study of their work.

Assessment Schedule

Course Components	Syllabus Weighting	Task 1	Task 2	Task 3
Date		Term 1 Week 9	Term 2 Week 10	Term 3 Week 8/9
Type of Task		Submission: Series of Drawings and Extended Response	Submission: Research Proposal and Sculpture	In-Class & Submission: Mini Body of Work and Final Examination
Module		20th Century Arts	Art in the Third Dimension	Body of Work
Outcomes Assessed		P1, P5, P8, P9	P2, P3, P4, P5, P7, P8	P5, P6, P7, P8, P9, P10
Artmaking	50%	20%	20%	10%
Art History & Criticism	50%	15%	15%	20%
Total	**100%**	**35%**	**35%**	**30%**

Course Outcomes

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 interpretations 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 Assessment Calendar

Term 1, 2026

Week	Tasks
1A	
2B	
3A	
4B	
5A	Studies of Religion II Task 1
6B	Biology Task 1 Chemistry Task 1 Exploring Early Childhood Task 1 Modern History Task 1
7A	Ancient History Task 1 Business Studies Task 1 Community and Family Studies Task 1 Earth and Environmental Science Task 1 Economics Task 1
8B	English Advanced Task 1 English Standard Task 1 English Studies Task 1 Geography Task 1 Mathematics Extension 1 Task 1 Music 1 Task 1 Music 2 Task 1 Photography, Video and Digital Imaging Task 1 Physics Task 1 Society and Culture Task 1
9A	Drama Task 1 English Extension 1 Task 1 Health and Movement Science Task 1 Legal Studies Task 1 Mathematics Advanced Task 1 Mathematics Standard Task 1 Visual Arts Task 1

Year 11 Assessment Calendar

Term 2, 2026

Week	Tasks
1B	
2A	Enterprise Computing Task 1
3B	
4A	Food Technology Task 1 Software Engineering Task 1
5B	
6A	Music 1 Task 2 Music 2 Task 2 Studies of Religion II Task 2
7B	Design and Technology Task 1 Ancient History Task 2
8A	Business Studies Task 2 Economics Task 2 Mathematics Advanced Task 2 Mathematics Standard Task 2
9B	Biology Task 2 Drama Task 2 Exploring Early Childhood Task 2 Geography Task 2 Modern History Task 2 Photography, Video and Digital Imaging Task 2
10A	Community and Family Studies Task 2 Earth and Environmental Science Task 2 English Advanced Task 2 English Standard Task 2 English Studies Task 2 Society and Culture Task 2 Visual Arts Task 2
11B	English Extension 1 Task 2 Legal Studies Task 2 Mathematics Extension 1 Task 2 Physics Task 2

Year 11 Assessment Calendar

Term 3, 2026

Week	Tasks	
1A		
2B	Chemistry Task 2 Food Technology Task 2 Enterprise Computing Task 2	
3A		
4B	Health and Movement Science Task 2	
5A		
6B	Design and Technology Task 2 Software Engineering Task 2	
7A		
8B	Photography, Video and Digital Imaging Task 3	
8B / 9A Exams	Ancient History Task 3 Biology Task 3 Business Studies Task 3 Chemistry Task 3 Community and Family Studies Task 3 Design and Technology Task 3 Drama Task 3 Earth and Environmental Science Task 3 Economics Task 3 English Advanced Task 3 English Extension 1 Task 3 English Standard Task 3 English Studies Task 3 Enterprise Computing Task 3 Exploring Early Childhood Task 3	Food Technology Task 3 Geography Task 3 Health and Movement Science Task 3 Legal Studies Task 3 Mathematics Advanced Task 3 Mathematics Standard Task 3 Mathematics Extension 1 Task 3 Modern History Task 3 Music 1 Task 3 Music 2 Task 3 Physics Task 3 Society and Culture Task 3 Software Engineering Task 3 Studies of Religion II Task 3 Visual Arts Task 3

Glossary

Glossary of Key Assessment words as defined by the NSW NESA

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, and 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 (analysis/evaluation)
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/or against
Distinguish	Recognise and note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria
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 of action
Recall	Present remembered ideas, facts or experiences
Recommended	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

All forms can be found on the College website (NWCC Parents>Letters, Notes, and Forms).

Late Assessment Task Application: Misadventure Form

Students are to use this form when they have been unable to submit an assessment task or sit an examination by the due date due to a misadventure.

1. Students must complete the form and email a copy to the relevant teacher PLUS Secondary Absent secondaryabsent@nwcc.nsw.edu.au for consideration as soon as practical.
2. If approval is granted, the student must acknowledge the revised due date and note it in their diary.
3. The teacher will record the revised date on Edumate.
4. Students will be expected to complete/submit their task by the revised date and time, as advised by the teacher.
5. If the revised date is missed the standard consequences will apply for a late task, i.e N-Determination Warning
6. If the task is an Examination, a resit may not be possible. The student may be required to complete the task at home and submit for outcome achievement and feedback. Results will be recorded as N/A on semester reports.

For a detailed overview please consult the Assessment Guidelines in the student Assessment Handbook.

Student Section (Please fill out all details)

Student Name: _____ Teacher: _____

Today's Date: _____ Original Due Date: _____

Task name and details: _____

Reason for non-submission / completion on time: _____

_____

_____

_____

By submitting this application, the student is seeking the following consideration:

_____

_____

Additional documentation of evidence is attached to this application: YES / NO

This is a true and valid account:

_____ _____

Student signature Date

_____ _____

Parent/Guardian signature Date

COLLEGE USE ONLY

Assessment Review Panel

This application has been reviewed and the following decision has been reached:

Approved ☐ Declined ☐

Revised due date for submission:

OR

Revised plan for completion of in-person task:

_____

_____

_____

_____ _____

Class Teacher signature Date:

_____ _____

Head of Faculty signature Date:

✂ _____

Student Receipt

Student Name: _____ Class: _____

Teacher: _____ Task: _____

Revised due date & time for submission: _____

OR

Revised plan for completion of in-person task:

_____

_____

_____

_____ _____

Head of Faculty signature Date:

Late Assessment Task Application: Illness Form

Students are to use this form when they have been unable to submit an assessment task or sit an examination by the due date due to medically diagnosed illness.

1. Students must complete the form and email a copy to the relevant teacher PLUS Secondary Absent secondaryabsent@nwcc.nsw.edu.au for consideration as soon as practical.
2. If approval is granted, the student must acknowledge the revised due date and note it in their diary.
3. The teacher will record the revised date on Edumate.
4. Students will be expected to complete/submit their task by the revised date and time, as advised by the teacher.
5. If the revised date is missed the standard consequences will apply for a late task, i.e N-Determination Warning
6. If the task is an Examination, a resit may not be possible. The student may be required to complete the task at home and submit for outcome achievement and feedback. Results will be recorded as N/A on semester reports.

For a detailed overview please consult the Assessment Guidelines in the student Assessment Handbook.

Student Section (Please fill out all details)

Student Name: _____ Teacher: _____

Today's Date: _____ Original Due Date: _____

Task name and details: _____

Reason for non-submission / completion on time: _____

_____

By submitting this application, the student is seeking the following consideration:

_____

_____

A Medical Certificate is attached to this application: YES / NO (if **NO**, this application is unlikely to be approved).

If **YES**, please complete the below.

Name of Medical Practitioner: _____

Medical Registration Number: _____

Contact Phone Number for confirmation of certificate: _____

This is a true and valid account:

_____ _____

Student signature Date

_____ _____

Parent/Guardian signature Date

COLLEGE USE ONLY

Assessment Review Panel

This application has been reviewed and the following decision has been reached:

Approved ☐ Declined ☐

Revised due date for submission:

OR

Revised plan for completion of in-person task:

_____

_____

_____

_____ _____

Class Teacher signature Date:

_____ _____

Head of Faculty signature Date:

✂ _____

Student Receipt

Student Name: _____ Class: _____

Teacher: _____ Task: _____

Revised due date & time for submission: _____

OR

Revised plan for completion of in-person task:

_____

_____

_____

_____ _____

Head of Faculty signature Date:

Late Assessment Task Application: Extension Form

Students are to use this form when they would like to apply for an extension on the submission of an assessment task or examination.

1. Students must complete the form and email a copy to the relevant teacher PLUS Secondary Absent secondaryabsent@nwcc.nsw.edu.au for consideration as soon as practical.
2. If approval is granted, the student must acknowledge the revised due date and note it in their diary.
3. The teacher will record the revised date on Edumate.
4. Students will be expected to complete/submit their task by the revised date and time, as advised by the teacher.
5. If the revised date is missed the standard consequences will apply for a late task, i.e N-Determination Warning
6. If the task is an Examination, a resit may not be possible. The student may be required to complete the task at home and submit for outcome achievement and feedback. Results will be recorded as N/A on semester reports.

For a detailed overview please consult the Assessment Guidelines in the student Assessment Handbook.

Student Section (Please fill out all details)

Student Name: _____ Teacher: _____

Today's Date: _____ Original Due Date: _____

Task name and details: _____

Reason for applying for an extension: _____

_____

_____

_____

By submitting this application, the student is seeking the following consideration:

_____

_____

Additional documentation of evidence is attached to this application: YES / NO

This is a true and valid account:

_____ _____

Student signature Date

_____ _____

Parent/Guardian signature Date

COLLEGE USE ONLY

Assessment Review Panel

This application has been reviewed and the following decision has been reached:

Approved ☐ Declined ☐

Revised due date for submission:

OR

Revised plan for completion of in-person task:

_____

_____

_____

_____ _____

Class Teacher signature Date:

_____ _____

Head of Faculty signature Date:

✂ _____

Student Receipt

Student Name: _____ Class: _____

Teacher: _____ Task: _____

Revised due date & time for submission: _____

OR

Revised plan for completion of in-person task:

_____

_____

_____

_____ _____

Head of Faculty signature Date:

Stage 6
Change of Subject Request

Prior to any change of subject, this form must be completed and returned to the Head of Learning Culture (HLC). Parents or guardians must also authorise the change.

Student's name: _____ Year: Preliminary or HSC (Circle)

Date of request: _____

Current Subjects	Units	Keep	Drop	Enrol	Teacher approval	Reason for dropping subject or enrolment in subject
New Subject/s						
Total number of units with above changes						

Do you plan to study at university? Yes / No Are you planning on receiving an ATAR? Yes / No

What is your proposed career path? _____

Student and Parent Acknowledgement

☐ I understand the implications of this subject change request for my child's future studies/career choice.

☐ I understand that a number of university courses have pre-requisite HSC subjects, and accept responsibility for the changes requested above

_____ _____
Student signature Date

_____ _____
Parent/Guardian signature Date

_____ _____
Head of Learning Culture approval Date

COLLEGE USE ONLY

HLC/ADMIN

☐ Units checked ☐ Notify relevant staff Coordinator ☐ Update NESA

☐ Eligible for ATAR ☐ Update Edumate/Edval

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