



**EMMANUEL
ANGLICAN
COLLEGE**

Learning ~ Living ~ Leading

YEAR 11 STUDENT HANDBOOK



Our Purpose

We seek to grow each student to become a person of character who is inspired by excellence and adaptability, whose life is modelled on that of Jesus, and who, through courage, creativity, compassion and citizenship, strives to create a better world.

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Section 1: The Year 11 Preliminary Courses

1.1 Introduction

Stage Six is divided into two components:

- **The Year 11 Preliminary Course** *and*
- **The Year 12 Higher School Certificate Course**

The purpose of the Preliminary Course is to help students develop the skills necessary to perform in the assessment tasks and examinations of the Year 12 Higher School Certificate (HSC) Course. The Preliminary Course is regarded as “assumed knowledge” which has been covered by all Year 12 HSC candidates.

1.2 Satisfactory Completion of a Course

Satisfactory completion of the Preliminary Course is a prerequisite for entry into a Year 12 HSC Course. This means that a student must satisfactorily complete the Preliminary Course in a subject before he or she may attempt the Year 12 HSC Course.

All Preliminary Course work is to be completed in order to gain a **Preliminary Course Record of Achievement**.

The NSW Education Standards Authority (NESA) states that a student will be considered to have satisfactorily completed a course if there is sufficient evidence of a student:

- following the course developed or endorsed by NESA;
- applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school;
- achieving some or all of the outcomes of the course.

A student will be considered to have satisfactorily completed a course if they:

- make a genuine attempt to complete course requirements.
- make a serious attempt at all class work.
- make a genuine attempt in all assessment tasks.
- make a genuine attempt to successfully complete all modules in competency - based courses.
- complete the work placement component of Vocational Education & Training courses.

1.3 Confirmation your Pattern of Study

In developing a pattern of study, students should ensure they carefully consider their future career and study pathways. Whilst the college can provide guidance about careers pathways and future study options, students and families need to carefully check the requirements and prerequisites of any courses they are interested in studying to ensure their pattern of study meets these requirements.

Any subject changes must be completed using the [Change of Subject online form](#) and be approved by a parent or guardian, the Curriculum Leaders involved, and the Director of Teaching and Learning. Changes of subjects must take place by the end of Week 4 of Term 1 in order to ensure that course requirements for the new course are met.

Students are required to sign the NESA Confirmation of Entry confirming the enrolled subjects at the start of year 11. The college also requires parents to co-sign this in order to confirm their support of their child's study choices.

Section 2: Internal Assessment Policies and Procedures

This document provides information relating to the formal assessment program associated with each course delivered within the Secondary School at the College. Assessment arrangements and the construction of assessment tasks occur within a framework of NESA directives and directions contained in the course syllabus and College policy. While syllabus directives govern the general nature, frequency and weighting of assessment tasks administered in each course, the precise form of each task is determined by College staff. The College supports the NESA principles of assessment and support the NESA recommendations for assessment tasks per course. The College adheres to the maximum tasks for Year 11 and the limitations on examination tasks.

2.1 Assessment Schedules

Assessment Schedules are published in Section 5 of this document for each Year 11 course delivered by the College.

Each schedule provides information about:

- The nature of each assessment task
- The areas of the syllabus addressed by the task
- The course outcomes to be demonstrated in completing the task
- The percentage contribution of the task to the student's final assessment mark

The precise dates for the administering or submission of assessment tasks can be found on the Notice of Assessment provided to students.

A summary of all Assessment Tasks for all courses can be found in the Assessment Calendar in Section 3 of this booklet.

2.2 Notification of Assessment Tasks

Students will receive formal notice of an Assessment Task a minimum of 20 school days prior to the due date. This notification will include the following;

- Task Number
- Weighting of task to final assessment mark
- General nature of the task
- Date on which the task is to be administered or submitted
- Procedure for submission
- Outcomes targeted
- Additional task detail, as appropriate
- Marking criteria and scale, as appropriate

2.3 Submission of Assessment Tasks

Assessment tasks are to be submitted in accordance with the expectations outlined within the Assessment Notification handout. This will specify whether submission will be in hard copy to the teacher or electronically through Google Classroom. Submission should follow these instructions unless prior arrangement has been made with the teacher or Curriculum Leader.

If a specific due time is not specified on the Notice of Assessment, the task is due before 9.00 am on the due date of the task.

2.3.1 Non-Submission of Assessment Tasks

Non-submission of a task can have serious implications on a student's completion of a course and therefore the attainment of the Award of the Higher School Certificate. Students who do not submit a task and have not been granted special consideration for Extenuating Circumstances will receive a "Non-Completion of Course Determination (N) Warning Letter" or in the case of an ongoing issue may receive notification of a "Non-Completion of Course Determination" (N).

2.3.2 Late Submission of Assessment Tasks

A student who submits an Assessment Task after the published submission time will incur a mark reduction penalty unless they request and are granted special consideration for Extenuating Circumstances.

- If the task is submitted late but within 24 hours of the published submission time the penalty is 25% of total value of the task.
- If the task is submitted more than 24 hours late but less than 48 hours after the published submission time the penalty is 50% of total value of the task.
- If the task is submitted more than 48 hours late but less than 72 hours after the published submission time the penalty is 75% of total value of the task.
- If the task is submitted more than 72 hours after the published submission time then a mark of zero will be awarded.

Note: Weekends will count as two days for the purpose of penalties.

Note: It is possible that a late penalty (either 25%, 50% or 75%) may extinguish all of the marks achieved by the student for the task.

2.4 Extenuating Circumstances

No allowance can be made for a student who is absent from a task or who does not submit a task on the due date at the specified time unless an application for Extenuating Circumstances has been requested and granted.

Applications for Extenuating Circumstances should be completed in the following situations:

- Illness, misadventure or a school activity has affected your ability to complete an assessment task or multiple tasks.
- You were absent the day before an assessment task due to illness or misadventure.

Note: Computer downtime, printer failure or other such technological difficulties are not appropriate examples of misadventure. Students are encouraged to produce updated hard copy or back-ups each time they work on an Assessment Task.

An application for Extenuating Circumstances can be made by completing the Extenuating Circumstances Application Form through the online form and submitting it with the relevant supporting documentation for consideration by the Curriculum Team. For situations known about in advance, an Application for Extenuating Circumstances must be submitted as soon as possible prior to the assessment task due date, or in the case of unexpected student absence, **within three days of the assessment task date.**

Do not assume the application will automatically be approved. The Curriculum Team will consider the request, including relevant documentation, and advise the student and relevant staff of the decision to either support or decline the request. In doing so they will also give advice on the follow up to their decision which may include;

- Rescheduling of the task;
- Sitting an alternative task;
- An extension of time;
- An estimate of performance or
- Another action that is considered appropriate.

If the request is declined and the student did not complete the task on the appropriate date a penalty may be applied.

2.4.1 Forms and Evidence Requirements

Forms for applying for Extenuating Circumstances are provided on the EAC Website and Student Café.

The following is the link to the Extenuating Circumstances Application Form:

- [Extenuating Circumstances Application Form](#)

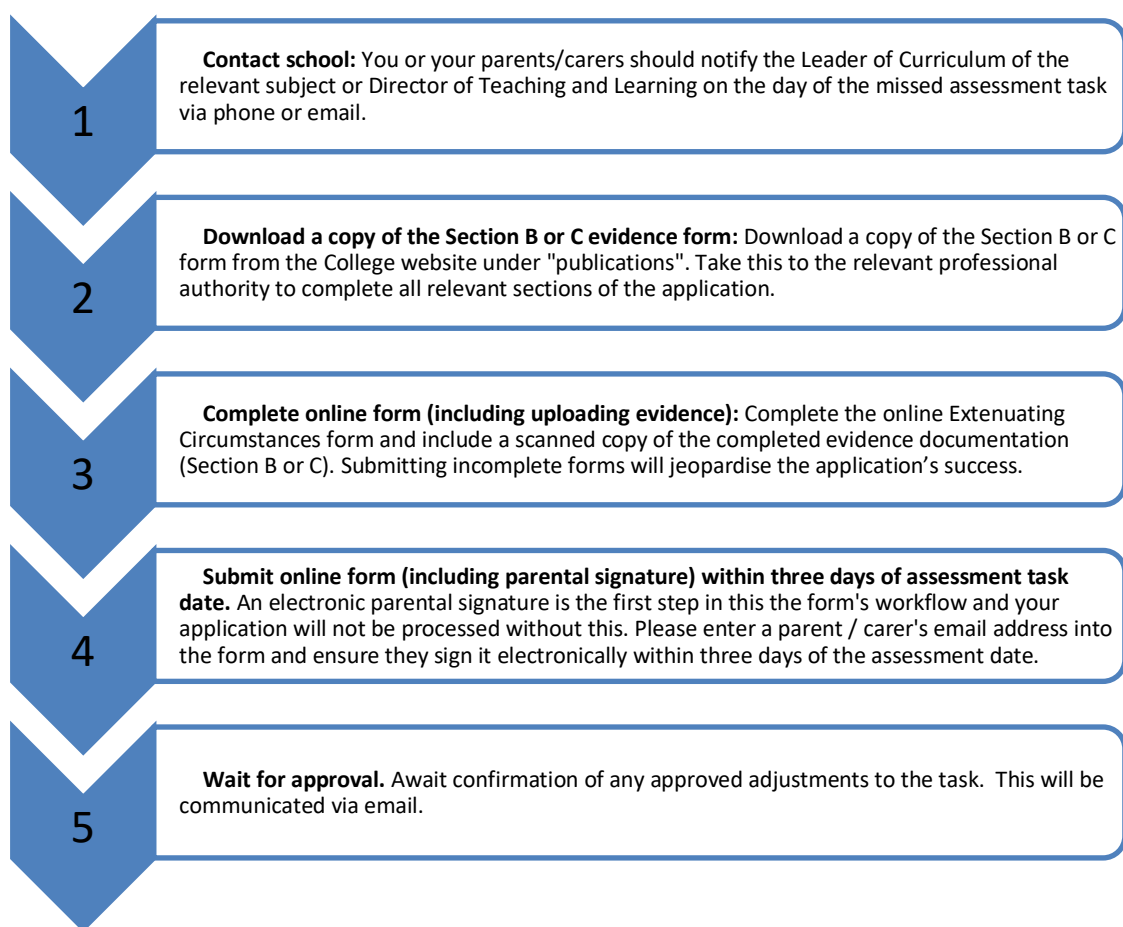
This is an electronic form. Please note that following submission of this form by the student, this form needs to be signed electronically by the student's parent or carer before it will be processed. This must take place within three days of the assessment date.

As part of completing the electronic form, students need to provide evidence of the illness or misadventure. The following links are to the forms for evidence:

- [Illness Supporting Documentation \(Section B\)](#)
- [Independent Evidence of Misadventure \(Section C\)](#)

These are PDF documents which need to be printed and completed by an appropriate professional authority. Completed and signed versions of these need to be scanned and submitted through the electronic Extenuating Circumstances form. Please note that a medical certificate which just says a student is unfit for work / school is not considered sufficient evidence of illness by NESA.

2.4.2 Extenuating Circumstances Flowchart for Stage 6 Students



2.5 Results of Assessment Tasks

Once an assessment task is marked / graded, it will be returned to the student with meaningful feedback in relation to the outcomes assessed. Tasks will be returned within a period of two school weeks. Results for each assessment task will be recorded by teachers in the school Markbook.

2.6 Higher School Certificate Internal Assessment Marks

NESA requires schools to submit an Internal Assessment Mark for each student in each HSC course in which the student is enrolled. This mark must be based on the student's performance in those tasks which form part of the published assessment program for the course. The HSC Internal Assessment Mark is used by NESA in calculating a student's HSC Mark in the course. The Internal Assessment Marks are not used in raw form but are adjusted (moderated) according to the quality of the performance of the particular school's candidates in the actual HSC examination in the course. In simple terms, the mean of the Internal Assessment Marks for a given course is adjusted to match the mean of the scores achieved in the external examination in that course by the students concerned. The adjusted result is called the Moderated School Assessment Mark.

2.7 Satisfactory Completion of a Course Assessment Program

A student is required to satisfactorily complete all facets of the Internal Assessment Program for that course. *Satisfactory completion* means that the student makes a serious attempt at each task and

demonstrates achievement of at least some of the outcomes associated with each task. Failure to complete the assessment program for a course will result in the student receiving a 'Non Completion of a Course' Determination (N Determination). Courses which were not satisfactorily completed will not be printed on the student's Record of School Achievement. This can result in a student not meeting the pattern of study requirements to progress to the Year 12 Course or receive a Higher School Certificate.

2.8 Unfair Advantage and Malpractice

Unfair advantage arises from any activity that a student undertakes that undermines the fair and equal nature of an assessment task and/or advantages or disadvantages one or more students undertaking the same task.

The most common way that an unfair advantage may arise is through malpractice. Malpractice occurs when work submitted by a student is not wholly his/her own. Examples of malpractice include:

- Copying part or all of the work of another student; or your own work from another task and/or subject
- Allowing another student to copy part or all of an Assessment Task;
- Gaining direct assistance from a third party in the completion of an Assessment Task;
- Plagiarism i.e. copying part of a piece of work from another source without acknowledging the author/creator of that source;
- Misconduct in an examination including accessing unauthorised materials or equipment during an examination;
- Infringing copyright; and
- Using artificial intelligence to develop part or all of the task.

Unfair Advantage may take many forms and the Director of Teaching and Learning will review each situation on a case by case basis. Possible examples of gaining an Unfair Advantage include falsifying of documentation for extenuating circumstances and if students absent themselves from programmed classes and/or school activities such as carnivals etc. to study, prepare for or complete an Assessment Task.

Students, teachers and examination supervisors who are concerned about an issue of Unfair Advantage or Malpractice are to report this to the relevant Leader of Curriculum or Director of Teaching and Learning. The issue will be referred to the Director of Teaching and Learning for investigation and consideration. When the Director of Teaching and Learning is satisfied that Unfair Advantage or Malpractice has occurred, sanctions will be imposed on the student(s) concerned, including a reduced or zero score for the relevant task.

For HSC students, incidents of academic malpractice will be reported to NESA in accordance with NESA requirements.

2.8.1 Use of Generative Artificial Intelligence

In many assessment tasks, generative AI is not allowed as it provides an unfair advantage. When it is permitted in any capacity, this will be specified on the Notice of Assessment. If no mention of AI is provided on the Notice of Assessment, no use of AI is permitted.

If AI is used in any capacity for an assessment task, the use of this must be appropriately acknowledged. Students can do this by including a note at the end of their submission which describes:

- The AI tool(s) that were used
- What this was used to do
- What prompt(s) were provided
- How the output of the artificial intelligence was used or adapted by the student.

This additional description does not add to the task word count.

2.9 Warnings to Students

If a student fails to submit a serious attempt of an Assessment Task or is at risk of not meeting the requirements for a course, the Leader of Curriculum will, in accordance with NESA requirements, notify the student and their parents. This is done in writing by emailing a Non-Completion of Course Determination (N) Warning Letter to the student's parents or guardians. It is essential that the student address the "Action Required" in this letter within the time designated.

Failure to address the "Action Required" by a Warning Letter will result in a second warning letter being issued. This letter will also contain an "Action Required" and a timeframe in which this action must be completed. Failing to address this requirement will make the student ineligible for the Principal's determination of Satisfactory Completion of that course, in which case the student would receive a Non Completion of Course Determination (N) determination for that particular course. A Non Completion of Course Determination will mean that the relevant course is not listed on the student's Record of Achievement and this may make the student ineligible to progress to the Year 12 Higher School Certificate Course.

2.10 Appeals

2.10.1 Internal Student Appeals

At times, students will want to appeal the result awarded on an Assessment Task.

Appeals by students need to be lodged in writing within **five days** of the return of the Assessment Task with the Director of Teaching and Learning. The appeal needs to provide details of the specific aspects of the task or marking criteria which the student is concerned about.

Upon lodging an appeal, this will be considered by the Assessment Appeals Committee. The Assessment Appeals Committee normally consists of the Director of Teaching and Learning supervising assessment and reporting as chairperson, a Leader of Curriculum and others such as the Deputy Principal, Principal or other subject experts as required.

The review will focus on the documentation, procedures and process that underpin the validity of the Assessment Task in order to determine whether the task and marking has taken place in accordance with the Notice of Assessment and marking criteria.

The student will receive written feedback, from the Director of Teaching and Learning, in relation to the outcome of the appeal as soon as possible.

2.10.2 Student Appeals Regarding N Determinations

A student who wishes to appeal against the “N” determination awarded in any subject should submit a written appeal, together with evidence, to the Principal in accordance with NESA guidelines.

2.11 Disability Provisions

The purpose of disability provisions is to provide students who have a appropriate condition with practical support to enable them to read and respond to the Higher School Certificate (HSC) exams.

Disability provisions assist students to read examination questions and write their answers. Provisions include rest breaks and extra time. The use of any provision is not written on the student’s results.

Students may need provisions for:

- A permanent condition, such as diabetes or reading difficulty,
- A temporary condition, such as a broken arm, or
- An intermittent condition, such as back pain when sitting for long periods.

It is not embarrassing to apply for or use provisions. More than 7,000 HSC students apply for provisions each year. Provisions help students to show the markers what they know and can do.

If a student wishes to access Disability Provisions for the HSC Examinations then an application needs to be put together and submitted to NESA and the school will also provide these provision for internal assessment tasks.

NESA’s application process requires evidence of the student's disability and its effect on performance under exam conditions. Evidence can include medical reports, reading results, spelling results, writing samples and teacher comments. Evidence should focus on the disability’s effect on functionality rather than simply on diagnosis of a condition.

If you think you may be eligible for and interested in applying for disability provisions please review the information available from the NESA website:

- [HSC disability provisions guide for teachers and parents](#)

Please contact Tom Papworth at tpapworth@eac.nsw.edu.au if you have any questions about disability provisions and to start the application process.

2.12 Assessment and Reporting of Externally Provided Courses

Students are able to access a broad range of courses offered by NESA Registered and Accredited Providers in order to broaden their Pattern of Study. This includes TVET Courses, Distance Education, Traineeships and university based courses.

Students can elect to enrol in up to four units of courses provided by an External Provider but must ensure that at all times more than 50% of their Pattern of Study consists of courses delivered by the College.

Students seeking learning and assessment materials or advice about course content and requirements must liaise directly with the teacher of the course and the External Provider delivering the course. This includes when a student may be undertaking a course externally that is currently offered by the College.

Students must note that the College has no involvement in the assessment policies, procedures and requirements relating to externally delivered courses. The College will support students with advice and administrative requirements of externally provided courses where appropriate.

Students are advised to ensure they understand the assessment policies, procedures and requirements relating to courses undertaken externally. This advice will be available from the External Provider. In particular, students are to note that each External Provider will have its own procedures relating to extenuating circumstances for illness and misadventure. A student seeking special consideration for a course component relating to an externally provided course, must deal directly with the External Provider. EAC has no role or jurisdiction in relation to the requirements of externally delivered courses.

Each External Provider will provide the student with formal reports detailing the student's achievement in the Course. The College does not report on student progress in externally delivered courses and does not provide awards for achievement in such courses. If reports and awards are delivered to the College, they will be passed onto the student.

2.13 Reservation

Emmanuel Anglican College reserves the right to amend the provisions in this document at any time. Appropriate notice will be provided of any such amendments.

SECTION 3: 2024 ASSESSMENT CALENDAR

Subject	Task No.	Term	Week	Description	Task Type
Ancient History	1	1	8	Group PBL	Hand In
Mathematics Ext 1	1	1	8	Term 1 Test	In Class
CAFS	1	1	9	Research Task	Hand In & In Class
Mathematics Adv.	1	1	9	Term 1 Test	In Class
Mathematics Std.	1	1	9	Term 1 Test	In Class
Modern History	1	1	9	Oral Presentation	Hand In & In Class
SLR	1	1	9	Training program and tutorial	Hand In & In Class
Drama	1	1	10	Performance + Logbook	Hand In & In Class
Business Studies	1	1	10	Research Report	Hand In & In Class
ITM	1	1	10	Design Project	Hand In & In Class
PDHPE	1	1	10	Case Study	In Class
Physics	1	1	10	Kinematics Skills Test	In Class
Biology	1	1	11	Ecology Report	Hand In & In Class
English Advanced	1	1	11	Writing Portfolio with Reflection	Hand In & In Class
English Standard	1	1	11	Writing Portfolio with Reflection	Hand In & In Class
Visual Arts	1	2	1	Art Making + VAPD	Hand In & In Class
English Extension	1	2	1	Creative Composition & Reflection	Hand In
Engineering Studies	1	2	2	Research Report	Hand In
Economics	1	2	2	Research Project	Hand In
Photography	1	2	2	Oral Presentation	In Class
ITT	1	2	3	Project Folio	In Class
Chemistry	1	2	4	Practical test	In Class
Legal Studies	1	2	4	Task: Law reform essay	Hand In
Music	1	2	5	Performance & Portfolio	Hand In & In Class
Ancient History	2	2	6	Magazine Article	In Class
Mathematics Adv.	2	2	7	Term 2 test	In Class
Mathematics Std.	2	2	7	Term 2 test	In Class
Mathematics Ext 1	2	2	8	Term 2 test	In Class
Legal Studies	2	2	8	Technology and the Law Report	Hand In & In Class
Photography	2	2	8	Manipulated Forms & PPD	Hand In
Drama	2	2	9	Design + DIR	Hand In
English Advanced	2	2	9	Multimodal Presentation	Hand In & In Class
English Standard	2	2	9	Multimodal Presentation	Hand In & In Class
PDHPE	2	2	10	Biomechanical Video Analysis	In Class
Visual Arts	2	2	10	Art Making + VAPD	Hand In & In Class
Physics	2	2	10	Depth Study Research Task	Hand In & In Class
Biology	2	3	1	Depth Study	Hand In & In Class
Economics	2	3	1	In Class Essay	In Class
Engineering Studies	2	3	2	Braking Systems report and test	Hand In & In Class

Subject	Task No.	Term	Week	Description	Task Type
Modern History	2	3	2	Historical Investigation	Hand In
Chemistry	2	3	2	Depth Study	Hand In & In Class
English Extension	2	3	3	Independent Research Project	Hand In & In Class
CAFS	2	3	4	Literature Review and Presentation	Hand In & In Class
Ancient History	3	3	5	Historical Investigation	Hand In
Business Studies	2	3	5	Business Plan	Hand In & In Class
Music	2	3	5	Composition Viva Voce & Portfolio	Hand In & In Class
SLR	2	3	5	Coaching Plan and instruction	Hand In & In Class
ITM	2	3	7	Design Project	Hand In & In Class
ITT	2	3	7	Project Folio	In Class
CAFS	3	3	8	End of Course Examination	In Class
SLR	3	3	8	End of Course Examination	In Class
Mathematics Adv.	3	3	8	End of Course Examination	In Class
Mathematics Ext 1	3	3	8	End of Course Examination	In Class
Mathematics Std.	3	3	8	End of Course Examination	In Class
Modern History	3	3	8	End of Course Examination	In Class
Biology	3	3	8	End of Course Examination	In Class
Business Studies	3	3	8	End of Course Examination	In Class
Drama	3	3	8	Performance + Rationale	Hand In & In Class
English Advanced	3	3	8	End of Course Examination	In Class
English Extension	3	3	8	End of Course Examination	In Class
English Standard	3	3	8	End of Course Examination	In Class
ITM	3	3	8	End of Course Examination	In Class
ITT	3	3	8	End of Course Examination	In Class
Music	3	3	8	Aural Exam (1 hour)	In Class
PDHPE	3	3	8	End of Course Examination	In Class
Visual Arts	3	3	8	End of Course Examination	In Class
Chemistry	3	3	8	End of Course Examination	In Class
Legal Studies	3	3	8	End of Course Examination	In Class
Physics	3	3	8	End of Course Examination	In Class
Hospitality	3	3	8	End of Course Examination	In Class
Engineering Studies	3	3	8	End of Course Examination	In Class
Economics	3	3	8	End of Course Examination	In Class
Photography	3	3	9	The Arranged Image	Hand In

SECTION 4: 2024 COURSE ASSESSMENT SCHEDULES

3.1 Ancient History

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 1, Week 8	Term 2, Week 6	Term 3, Week 5	
	Task: Group PBL	Task: Magazine Article	Task: Historical Investigation	
Outcomes Assessed	AH 11-6, AH 11-9, AH11-10	AH11-1, AH11-2, AH11-4, AH11-5, AH11-6, AH11-9	AH11-1, AH11-3, AH11-6, AH11-7, AH11-8, AH11-9	
Knowledge and Understanding of course Content	10%	20%	10%	40%
Historical Skills in the analysis and Evaluation of Sources and Interpretations	10%	5%	5%	20%
Historical Inquiry and Research	5%	5%	10%	20%
Communication of Historical Understanding in Appropriate Forms	5%	10%	5%	20%
TASK VALUE	30%	40%	30%	100%

3.2 Biology

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 1, Week 11	Term 3, Week 1	Term 3, Week 8	
	Task: Report	Task: Depth Study	Task: End of Course Examination	
Outcomes Assessed	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-7, BIO11-11	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	All outcomes	
Skills in Working Scientifically	20%	30%	10%	60%
Knowledge and understanding	10%	10%	20%	40%
Totals	30%	40%	30%	100%

3.3 Business Studies

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 1, Week 10	Term 3, Week 5	Term 3, Week 8	
	Task: Media file and in-class essay	Task: Business plan presentation	Task: End of Course Examination	
Outcomes Assessed	P2, P7, P9	P1, P3, P6, P8, P9	P1, P2, P3, P4, P5, P6, P10	
Knowledge and understanding of course content	10%	10%	20%	40%
Stimulus-based skills	0%	0%	20%	20%
Inquiry and research	5%	15%	0%	20%
Communication of business information, ideas and issues in appropriate forms	10%	10%	0%	20%
Totals	25%	35%	40%	100%

3.4 Community and Family Studies

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 2, Week 2	Term 3, Week 4	Term 3, Week 8	
	Task: Research Task	Task: Literature Review & Presentation	Task: End of Course Examination	
Outcomes Assessed	P1.1 P1.2, P4.2, P5.1, P6.1	P2.3, P3.1, P3.2, P4.1, P4.2	P1.1 - P6.2	
Knowledge and understanding of course content	15%	15%	10%	40%
Skills in critical thinking, research methodology, analysing and communicating	20%	20%	20%	60%
Totals	35%	35%	30%	100%

3.4 Chemistry

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 2, Week 4	Term 3, Week 2	Term 3, Week 8	
	Task: Practical Test	Task: Depth Study	Task: End of Course Examination	
Outcomes Assessed	CH11-2, CH11-3, CH11-5, CH11-7, CH11-8, CH11-9	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-7, CH11-9	CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
Skills in Working Scientifically	20%	30%	10%	60%
Knowledge and understanding	10%	10%	20%	40%
Totals	30%	40%	30%	100%

3.5 Drama

Syllabus Components	Task 1	Task 3	Task 2	Weighting (%)
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 8	
	Task: Improvising, Acting and Playbuilding Group Performance and Logbook	Task: Elements of Production in Performance Design Project and DIR Vision	Task: Theatrical Traditions and Performance Styles Performance and Logbook	
Outcomes Assessed	P1.1, P1.2, P1.5, P2.1, P3.1	P1.4, P1.6, P2.2, P2.3, P3.2	P1.3, P2.4, P3.3	
Making P1.1, P1.2, P1.3, P1.4, P1.5, P1.6	15%	15%	10%	40%
Performing P2.1, P2.2, P2.3, P2.4	10%	10%	10%	30%
Critically Studying P3.1, P3.2, P3.3	10%	10%	10%	30%
Totals	35%	35%	30%	100%

3.6 Economics

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 2, Week 2	Term 3, Week 1	Term 3, Week 8	
	Task: Research Report	Task: In Class Essay	Task: End of Course Examination	
Outcomes Assessed	P1, P3, P8, P9, P12	P3, P5, P7, P10	P4, P6, P11	
Knowledge and understanding of course content	10%	10%	20%	40%
Stimulus-based skills	0%	10%	10%	20%
Inquiry and research	5%	15%	0%	20%
Communication of business information, ideas and issues in appropriate forms	10%	0%	10%	20%
Totals	25%	35%	40%	100%

3.6 Engineering Studies

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 2 Week 1	Term 3 Week 2	Term 3 Week 8	
	Task: Research Report	Task: Braking Systems Report and Test	Task: End of Course Examination	
Outcomes Assessed	P2.2, P3.2, P4.2, P4.3, P6.1	P2.1, P3.1, P3.2, P3.3, P4.1, P4.3, P5.1. P6.2	All Preliminary Outcomes	
Knowledge and Understanding	15%	15%	30%	60%
Problem Solving and Communication	15%	15%	10%	40%
TASK VALUE %	30%	30%	40%	100%

3.7 English (Advanced)

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 1, Week 11	Term 2, Week 9	Term 3, Week 8	
	Task: Reading to Write (Common Task) Portfolio of texts with Reflection	Task: Critical Study Multimodal Presentation	Task: All Modules End of Course Examination	
Outcomes Assessed	EA11-3, EA11-4, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-7	EA11-1, EA11-2, EA11-3, EA11-5, EA11-6, EA11-8	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	20%	15%	50%
Knowledge and understanding of course content	15%	15%	20%	50%
Totals	30%	35%	35%	100%

3.8 English (Standard)

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 1, Week 11	Term 2, Week 9	Term 3, Week 8	
	Task: Reading to Write (Common Task) Writing Portfolio with Reflection	Task: Contemporary Possibilities Multimodal Presentation	Task: All Modules End of Course Examination	
Outcomes Assessed	EN11-3, EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-6, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	20%	15%	50%
Knowledge and understanding of course content	15%	15%	20%	50%
Totals	30%	35%	35%	100%

3.9 English (Extension 1)

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 2, Week 1	Term 3, Week 3	Term 3, Week 8	
	Task: Creative Composition and Reflection	Task: Independent Research Project & Multimodal Presentation	Task: End of Course Examination	
Outcomes Assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-5	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20%	15%	15%	50%
Knowledge and understanding of course content	15%	20%	15%	50%
Totals	35%	35%	30%	100%

3.10 Hospitality - SIT 20421 Certificate II in Cookery

Unit of Competency	Task Type	Due
SITXWHS005 Participate in safe work practices	Questioning Role Play	Term 1
SITXFSA005 Use hygienic practices for food safety	Written Test Observation Of Practical Work	
SITHCCC023 Use food preparation equipment	Work Placement Activities Portfolio Observation Of Practical Work Practical Project	Term 1-3
SITHCC024 Prepare and present simple dishes	Work Placement Activities Written Test Presentation Using Oral/Digital Media Practical Project	Term 1-3
SITHKOP009 Clean kitchen premises and equipment	Work Placement Activities Portfolio Observation Of Practical Work Practical Project	Term 1- 3
SITXCCS011 Interact with customers	Work Placement Activities Portfolio Observation Of Practical Work Practical Project	Term 3
SITXCOM007 Show social and cultural sensitivity	Work Placement Activities Portfolio Self-Assessment Reflection Observation Of Practical Work Practical Project	Term 3
SITHCCC027 Prepare dishes using basic methods of cookery	Work Placement Activities Portfolio Observation Of Practical Work Practical Project	Term 4
SITXINV006* Receive, store and maintain stock	Work Placement Activities Presentation Using Oral/Digital Media Observation Of Practical Work Practical Project	Term 4

* Students will be required to participate in 6 school based catering functions throughout the year.

* Students will be required to participate in 70 hours of work placement (35 hrs term 2 & 35 hrs Term 4).

3.11 Industrial Technology (Multimedia)

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 1, Week 10	Term 3, Week 7	Term 3 Week 8	
	Task: Design Project	Task: Design Project	Task: End of Course Examination	
Outcomes Assessed	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2, P7.1, P7.2	P1.1, P1.2, P3.1, P5.1, P6.1, P6.2, P7.1, P7.2	
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	10%	10%	20%	40%
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	15%	25%	20%	60%
Totals	25%	35%	40%	100%

3.12 Industrial Technology (Timber)

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 2, Week 3	Term 3, Week 7	Term 3, Week 8	
	Task: Project Folio	Task: Project Folio	Task: End of Course Examination	
Outcomes Assessed	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.2, P7.1, P7.2	P1.1, P1.2, P3.1, P5.1, P6.1, P6.2, P7.1, P7.2	
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	10%	10%	20%	40%
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	25%	25%	10%	60%
Totals	35%	35%	30%	100%

3.14 Legal Studies

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 2, Week 4	Term 2, Week 8	Term 3, Week 8	
	Task: Essay	Task: Report	Task: End of Course Examination	
Outcomes Assessed	P1, P2, P3, P5, P6, P9	P2, P3, P4, P6, P7, P8, P10	P1, P2, P5, P6, P7, P9	
Knowledge and understanding of course content	10%	10%	20%	40%
Analysis and Evaluation	5%	5%	10%	20%
Inquiry and Research	5%	10%	5%	20%
Communication of Legal Studies information, ideas and issues in appropriate forms	10%	5%	5%	20%
Totals	30%	30%	40%	100%

3.15 Mathematics (Advanced)

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 1, Week 9	Term 2, Week 7	Term 3, Week 8	
	Task: Class Test	Task: Class Test	Task: End of Course Examination	
Outcomes Assessed	MA11-1, MA11-2, MA11-9	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Understanding, fluency and communication	15%	15%	20%	50%
Problem solving, reasoning and justification	15%	25%	20%	50%
Totals	30%	30%	40%	100%

3.16 Mathematics (Extension 1)

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 1, Week 8	Term 2, Week 8	Term 3, Week 8	
	Task: Class Test	Task: Class Test	Task: End of Course Examination	
Outcomes Assessed	ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7	
Understanding, fluency and communication	15%	15%	20%	50%
Problem solving, reasoning and justification	15%	15%	20%	50%
Totals	30%	30%	40%	100%

3.17 Mathematics (Standard)

Syllabus Components	Task 1	Task 2	Task 4	Weighting (%)
	Term 1, Week 9	Term 2, Week 7	Term 3, Week 8	
	Task: Class Test	Task: Class Test	Task: End of Course Examination	
Outcomes Assessed	MS11-1, MS11-2, MS11-3, MS11-5, MS11-6 , MS11-10	MS11-2, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Understanding, fluency and communication	15%	15%	20%	50%
Problem solving, reasoning and justification	15%	15%	20%	50%
Totals	30%	30%	40%	100%

3.18 Modern History

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 1, Week 9	Term 3, Week 2	Term 3, Week 8 EXAM BLOCK	
	Task: Oral Presentation	Task: Research Historical Investigation	Task: End of Course Examination	
Outcomes Assessed	MH11-6 MH11-7 MH11-9 MH11-10	MH11-5 MH11-6 MH11-7 MH11-8 MH11-9	MH11-5 MH11-6 MH11-7 MH11-8 MH11-9	
Knowledge and understanding of course content	20%	0%	20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	10%	20%
Historical inquiry and research	0%	15%	5%	20%
Communication of historical understanding in appropriate forms	5%	10%	5%	20%
Totals	30%	30%	40%	100%

3.19 Music

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 2, Week 5	Term 3, Week 5	Term 3, Week 8	
	Task: Performance and Portfolio	Task: Composition Viva Voce and Portfolio	Task: Aural Examination	
Outcomes	P1, P2, P4, P5, P6, P7, P9, P10, P11	P2, P3, P4, P5, P6, P7, P8, P10, P11	P4, P6, P7, P10, P11	
Performance	25%	0%	0%	25%
Composition	0%	25%	0%	25%
Musicology	10%	15%	0%	25%
Aural	5%	0%	20%	25%
Totals	40%	40%	20%	100%

3.20 Personal Development, Health and Physical Education

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 8	
	Task: Case Study	Task: Video Analysis	Task: End of Course Examination	
Outcomes Assessed	P1, P2, P3, P4, P6, P16	P7, P8, P9, P10, P11, P16, P17	P1- P12, P14- P17	
Knowledge and understanding of course content	15%	10%	15%	40%
Skills in critical thinking, research, analysing and communicating	20%	20%	20%	60%
Totals	35%	30%	35%	100%

3.21 Photography and Digital Media

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 2, Week 2	Term 2, Week 8	Term 3, Week 9	
	Task: Oral Presentation	Task: Manipulated Forms	Task: The Arranged Image	
Outcomes Assessed	CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5	M1, M2, M3, M4, M5	
Making	0%	30%	40%	70%
Critical and historical studies	30%	0%	0%	30%
Totals	30%	30%	40%	100%

3.22 Physics

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 1, Week 10	Term 2, Week 10	Term 3, Week 8	
	Task: Skills Test Kinematics	Task: Depth Study Research and Presentation	Task: End of Course Examination	
Outcomes Assessed	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-7, PH11-10	PH11-1, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11- 11	
Skills in Working Scientifically	20%	30%	10%	60%
Knowledge and understanding	10%	10%	20%	40%
Totals	30%	40%	30%	100%

3.23 Sports, Lifestyle and Recreation

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 1, Week 9	Term 3, Week 5	Term 3, Week 8	
	Task: Training Program & Tutorial	Task: Coaching Plan & Instruction	Task: End of Course Examination	
Outcomes Assessed	2.1, 2.2, 2.3, 2.5, 3.2, 3.3, 4.4	1.3, 2.1, 2.2, 3.1, 3.2, 4.5	1.1-2.5, 3.1-4.5	
Knowledge and understanding	15%	15%	20%	50%
Skills	15%	15%	20%	50%
Totals	30%	30%	40%	100%

3.24 Visual Arts

Syllabus Components	Task 1	Task 2	Task 3	Weighting (%)
	Term 1, Week 11	Term 2, Week 10	Term 3, Week 8	
	Task: <i>What can art be?</i> artmaking project and Visual Arts Process Diary	Task: <i>Modernism</i> artmaking project and Visual Arts Process Diary	Task: End Of Course Examination Art Criticism and Art History Written Examination	
Outcomes Assessed	P1, P4, P5, P6	P1, P2, P3, P4, P7, P10	P7, P8, P9, P10	
Artmaking	20%	30%	0%	50%
Art Criticism and Art History	0%	10%	40%	50%
Totals	20%	40%	40%	100%