



YEAR 11 2024

ASSESSMENT BOOKLET

2024 YEAR 11 ASSESSMENT BOOKLET

INTRODUCTION

This booklet outlines the assessment schedule for the cohort of students at Caringbah High School undertaking the Higher School Certificate in 2025. Dates included are correct at the time of printing, but unforeseen circumstances may result in some changes over the year.

Each student who completes the HSC must have satisfactorily completed 12 units of Year 11 courses and at least 10 units of HSC courses.

Students should make sure that they keep this document and ask about anything of which they are not sure concerning HSC Assessment. Please discuss this document with parents or guardians and invite them to contact the school with any queries.

DEFINITIONS

Board Developed Courses: NESA develops syllabuses and sets HSC examinations.

Board Endorsed Courses: Developed by the school and approved by the NESA. The school sets the examinations.

Australian Tertiary Admission Rank (ATAR): Entry into University level courses depends on a student's Australian Tertiary Admission Rank. The ATAR is reported on a scale of 0 to 99.95 with intervals of 0.05. This index enables students to know the percentage of HSC students above and below their own position.

HSC Record of Achievement: The HSC Record of Achievement is issued to students who satisfactorily complete the requirements for the Higher School Certificate. The Higher School Certificate Record of Achievement is a cumulative record of all Year 11 and HSC courses satisfactorily completed.

Recognition of Prior Learning: Students may be granted credit transfer towards the HSC for courses completed at approved institutions such as TAFE, University etc. Students may also be granted advanced standing (exemption) for later Tertiary study if they have included University Link courses in their pattern of study.

Please note: All dates are correct at time of printing, however, changes may be required throughout the year. Students will receive official written notification of all assessment task at least two weeks before the due date.

THE SCHOOL'S RESPONSIBILITIES

The school develops an assessment program for each course. This means Caringbah High School will:

- Set tasks that will be used to measure student performance in each component of a course
- Specify the relative value of each of these tasks
- Inform students at least two weeks in writing of:
 - The components and their weightings for each course
 - When assessment tasks will take place
 - The mark value of each task in relation to the total number of marks for the course
 - The nature of each assessment task (e.g. assignment, test, project, etc.)
- Provide adequate notice of the precise timing of each assessment task
- Keep records of student performance in each task
- Provide information on student progress
- Notify parents in writing of any missed assessment task or non-serious attempt and issue standard NESA N Award Warning letters when course performance is in question

STUDENT RESPONSIBILITIES

It is the responsibility of the student to ensure that:

- They meet all course requirements, including attendance at classes. NESA requires that students whose attendance is deemed to be unsatisfactory and affects the fulfilment of course requirements will not receive a Higher School Certificate, Record of Achievement or Result Notice (Unsatisfactory attendance can include fractional truancy)
- All submitted tasks are his/her own work. Malpractice (cheating) or plagiarism (claiming someone else's ideas or work as your own) will lead to the student receiving zero marks and being referred to the NESA Register of Malpractice in HSC Assessment Tasks
- All tasks are completed/submitted on time
- All set tasks are completed with due diligence, not only those set for assessment
- They make a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks may receive an "N Determination" for that course
- All work is submitted in an appropriate form and according to an acceptable standard, that is via Turn It In, unless specifically stated otherwise on assessment notifications. Students need to ensure they leave sufficient time to upload tasks as technical or internet difficulties will not be accepted as a reason for late submission
- Their conduct in learning does not interfere with the learning progress of other students (e.g. in group work, or in the use of resources)
- They know which tasks are to be assessed, and the due date for each. If a student is absent on the day of notification of a task, the responsibility is on the student to find out about the task on their first day back at school.

SCHOOL ASSESSMENTS

Students are required to complete school-based assessment tasks for the HSC courses they study. These assessments count for 50% of the overall mark in each course and is reported on Higher School Certificate Record of Achievements. School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each NESA Developed Course are set out in this booklet.

ASSESSMENT PROGRAMS

Each subject has developed its own assessment program for each course offered. Each assessment program, summaries of which follow, has been developed in strict accordance with NESA guidelines and specifies the relative weightings to be given to each component of the course.

ASSESSMENT TASKS

Each assessment program consists of assessment tasks to be completed by the students and will give an overview of when these tasks occur. Students are expected to complete all the tasks that are part of the assessment program for each course.

- Assessment tasks may take different forms, assess different outcomes and will contribute to final school-based assessment results
- Students will be given at least two weeks notice of each assessment task
- It is student's responsibility to be present for, or to hand in, assessment tasks at the required time. Unless there is proven illness or misadventure, students who do not present for or submit assessment tasks on the due date and time will receive a zero for the task and an N Award Warning Letter. Students are still required to complete all tasks even if a zero mark has been awarded
- Students need to be aware that if they do not complete work to the value of 50% of the total work required for the course assessment, no school assessment can be given for that course
- Students will receive a rank for each assessment task
- School assessment ranking for each course will be shown progressively on reports
- During assessment periods students may be required to complete multiple assessment tasks or examinations on any one day
- Computer, internet issues or printer breakdown are not acceptable reasons for failing to submit a task on time. It is the student's responsibility to use sensible work practices including making and retaining draft prints and saving files both to hard drive, cloud and to USB

ILLNESS AND MISADVENTURE APPLICATIONS

Students should always try to complete all examinations and assessment tasks – student performance is rarely affected by minor illnesses like colds. However, circumstances may arise that prevent students from completing an assessment task.

Illness and misadventure provisions exist to support students when their performance in a Year 10, 11 or 12 assessment task is affected by circumstances beyond their control. As assessment tasks are intended to be a measure of a student's **actual** task performance, applications must relate to illness or misadventure suffered immediately before or during the task that has affected the student's performance in the task.

Applications may be in respect of:

- **Illness or injury**, that is, illness or physical injuries suffered directly by the student which affects the student's performance in the task, on the day of the task
- **Misadventure**, that is, any other event beyond the student's control which affects the student's performance in the task (for example the recent death of a family member, or an exceptional circumstance)

Holidays, routine medical or dental appointments, driving tests, part-time work commitments, cultural events and sporting commitments are examples of grounds likely to be unsuccessful when applying for illness and misadventure.

Illness/misadventure does not cover:

- difficulties in preparation or loss of preparation time; for example, as a result of an earlier illness or absences in the week(s) prior to an exam/assessment task
- loss of study time or facilities prior to an exam/assessment task
- alleged deficiencies in tuition
- family celebrations/commitments
- the same grounds for which a student received disability provisions, unless they experience additional difficulties during an examination
- misreading the examination timetable
- misreading of examination instructions
- long-term illness such as glandular fever, asthma and epilepsy unless there is evidence of a sudden reoccurrence during the examination period
- other commitments, such as participation in entertainment, work, cultural events, sporting events, attendance at examinations conducted by other education organisations, etc

Caringbah High School's illness and misadventure procedures aim to replicate NESA Higher School Certificate processes. NESA will not uphold an illness and misadventure application if the reason for absence is not considered to be sufficiently serious.

All applications must be submitted on a Caringbah High School *Illness and Misadventure Application Form*, available from the Deputy Principal. When completing an *Illness and Misadventure Application Form*, students should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of applications.

It is very important to provide evidence of illness or misadventure with any application. This should be from an independent source, that is, the person providing the evidence is not related to the student in any way. Students should seek evidence on the same day, either immediately before or after each assessment task for which they are applying. The documentation provided must be current, specific to the date and time of the assessment task and submitted with the application form.

A medical certificate is always required to support an illness and misadventure application due to illness. The medical certificate must be completed by a registered medical practitioner and include:

- diagnosis of medical condition and date of onset of illness
- date(s) and time(s) of consultations / meetings relating to this illness
- description of how the condition / symptoms could affect assessment task performance

A medical certificate that merely states a student was unfit for work and study WILL NOT be accepted. If a student is absent on the day of an assessment task, the doctor must certify that they are medically unfit to sit for the assessment task or attend school.

Medical certificates obtained after the event will not be accepted.

Procedures to Follow

If a student is unable to attend on the day of an exam or in-class task, they should:

- Inform the school by phone – 9524 3859
- Students are required to obtain a medical certificate for the period of absence. Please note: backdated medical certificates will not be accepted
- For misadventure, obtain a statement from an appropriate witness outlining the situation (for example a police incident report number)
- Report to the Deputy Principal immediately upon return to school to schedule a replacement task or alternate solution
- Students should be prepared to complete the task on the day they return to school
- Complete an *Illness and Misadventure Application Form* and submit to the Deputy Principal
- Please note: if a student is well enough to be at school, they are considered well enough to complete the task

If a student is unable to attend on the day a 'hand-in' task is due they should:

- If possible, have the task delivered to school by another means
- Submit the assessment task at whatever stage the task is up to, at the due date and time, even if it is not considered completed
- Inform the Deputy Principal and the subject's Head Teacher. Students are required to obtain a medical certificate for the period of absence
- Please note: backdated medical certificates will not be accepted
- For misadventure, obtain a statement from an appropriate witness outlining the situation
- Complete an *Illness and Misadventure Application Form* and submit to the Deputy Principal within one week of the original date of the task

If a student falls ill during an examination, they should

- inform the person running the exam so they can be monitored during the task.

All Illness/Misadventure applications must be submitted within ONE WEEK from the due date of the task. An application for Illness/Misadventure will not result in changes to marks in relation to student performance in a task due to illness, rather it allows the student to access an alternate task, with the marks for that task to stand. Students will be required to complete an alternate task immediately upon their return to school.

Only in exceptional circumstances will an estimate mark be given, as per NESA rules.

The Appeals Committee is made up of the Deputy Principals and HT Teaching and Learning.

DISABILITY PROVISIONS

Disability provisions may be available for students with a medical condition which is an ongoing disability that will, in a normal examination situation, prevent them from reading and interpreting the examination question and/or communicating knowledge or understanding to an examiner as effectively as a student without that disability. Students should see the Deputy Principal to apply for Disability Provisions. The school follows the disability provisions recommended by NESA for school-based assessment tasks.

UNFAIR ADVANTAGE / MALPRACTICE

Proven dishonesty/malpractice will result in a zero award for the assessment task. The following are examples of causes of unfair advantage:

- absence on the day before an assessment task – a medical certificate (or other evidence) is required if a student is absent the day before an assessment task explain your absence. Failure to provide this documentation may result in a zero being given for the task
- late arrival and/or not attending all classes on the day of an assessment task – school records must show that a student attended a full day of school and attended all lessons and followed normal school routines on the day of an assessment task. This is to ensure that using school time to work on an assessment task advantages no student. Failure to attend all classes may result in a zero being given for the task
- copying someone else's work in part or in whole, and presenting it as their own
- giving a copy of their task to another student, if that student then copies it in part or whole. In this instance both students will receive a zero mark
- providing another student with details of assessment/examination questions
- not acknowledging sources
- buying, stealing or borrowing someone else's work and presenting it as your own
- submitting work that someone else, for example a parent, tutor or subject expert, substantially contributed to
- using someone else's words, ideas, designs or work in projects and performance tasks without mentioning their source
- paying someone to write or prepare material and presenting it as their own
- not acknowledging any work completed by others for submitted work or performances
- breaching school exam rules
- cheating in an HSC exam
- using non-approved aids in an assessment task
- giving false reasons for not handing in work by the due date
- helping another student to engage in malpractice

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

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

INVALID OR UNRELIABLE TASKS

Where a task is deemed not to have allowed all students equal opportunity to display their knowledge and skills, the school will take measures to address this. These measures may involve the adjustment of some marks. The results of assessment tasks that have been completed by students generally cannot be discarded but there will be occasions when the results of a task are invalid or unreliable. Under these circumstances each student will be informed, in writing, of the situation and an alternate task will be set and appropriate notice and information will be given. This type of decision is made by the Principal.

REVIEW OF ASSESSMENTS

Students can request an assessment review if they believe that the school did not follow procedures similar to those indicated in the assessment programs for that subject, did not allocate marks according to NESA specification for each component, where clerical errors in the determination of the assessment mark have occurred or if the final school assessment ranking position assigned by the school differs significantly from student expectation, based on the information provided during the course. Students have 48 hours after results are distributed to ask for a review of an assessment.

CHS SENIOR EXAMINATION RULES

- Students should arrive at least 15 minutes before the advertised start time of each exam
- All students must wear full school uniform when sitting an examination. Students not in school uniform will have to borrow uniform items from the school before starting the exam
- Students should not talk once they enter the examination room and follow all instructions
- All mobile phones must be switched off and left in bags in the designated area
- Smartphones and other electronic devices are not permitted in the examination room. Students who are in possession of these items during an exam will receive a zero for the task
- According to the NESAs guidelines, students must remove wristwatches at the start of an examination and leave the watch on their desk in full view of the examination supervisors
- Upon entering the examination room, all equipment required for the examination must be removed from bags before they are placed in the designated bag storage area. Under no circumstances will students be able to keep their bags with them or access them during the exam
- No equipment may be borrowed from or shared between students during an exam, and any additional equipment required must be obtained from an exam supervisor
- Students are not permitted to have writing on their hands or body during an exam
- Students must complete examinations in black or blue pen only, unless exam directions indicate otherwise. Pencil cases must remain in student bags, white out is not allowed to be brought into the exam room
- Students are permitted to bring a clear bottle containing water into the exam room
- If a student needs to use the toilet, they must raise their hand and obtain permission from the examination supervisors before leaving their seat. They will be required to remove everything from their pockets before entering the bathroom.
- Students are not permitted to leave the examination room until the end of the exam
- Students are not permitted to take anything from the examination room, including blank booklets
- If students feel unwell during an exam, they should inform the exam supervisor who will record the incident and monitor for the rest of the exam. This documentation might be needed for an illness/misadventure application
- If a student cannot attend an examination due to illness or misadventure, that student needs to obtain appropriate documentation such as a medical certificate, a subpoena from a court etc. This documentation and a CHS Illness/Misadventure application must be submitted to the Deputy Principal within a week of the task missed
- Please note: Family holidays, sporting events, driving tests and other non-emergencies are not justifiable reasons for being absent from an examination and will result in a zero mark being recorded along with an 'Official Warning – Non-Completion' letter.

Course: Ancient History	
2 units for each of Year 11 and Year 12 course Board Developed Course Nil	Exclusions:
Course Description: The Year 11 course provides students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of the ancient past. Students have the opportunity to engage in the study of a range of features, people, places, events and developments of the ancient world. The Year 11 course comprises three sections. <ul style="list-style-type: none"> Investigating Ancient History (60 indicative hours including 'The Nature of Ancient History' and 'Case Studies'). Students undertake at least one option from 'The Nature of Ancient History', and at least two case studies. Features of Ancient Societies (40 indicative hours). Students study at least two ancient societies. Historical Investigation (20 indicative hours) Historical concepts and skills are integrated with the studies undertaken in Year 11.	
Main Topics Covered: The four parts <ul style="list-style-type: none"> Investigation Ancient History – The Nature of Ancient History Case Studies Features of Ancient Societies Historical Investigations 	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Source Task Outcomes AH11-1 to 11-10	Historical Investigation Outcomes AH11-1 to 11-10	Year 11 Examination Outcomes AH11-1 to 11-10
Knowledge and understanding of course content	40	10	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	10		10
Historical inquiry and research	20	5	10	5
Communication of historical understanding in appropriate forms	20	5	10	5
Total %	100	30	30	40

Course: Biology	
2 units for each of Year 11 and Year 12 course Board Developed Course Nil	Exclusions: Nil
<p>Course Description: The Year 11 course investigates cellular structure and provides a base for understanding the way in which multicellular organisms transport and absorb nutrients and carry out gas exchange. Exploring variations in the structures and functions of organisms provides an understanding of the effects of the environment on living things and how this leads to biodiversity.</p> <p>Students are provided with 15 hours of course time for Depth Studies. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules and are a mandatory part of the course. Practical investigations are an essential part of the course and must occupy a minimum of 35 hours of course time.</p> <p>Fieldwork is also mandated in Year 11 and is an integral part of the learning process.</p>	
<p>Main Topics Covered:</p> <p style="text-align: center;">Year 11 Course</p> <ul style="list-style-type: none"> • Module 1 Cells as the Basis of Life • Module 2 Organisation of Living Things • Module 3 Biological Diversity • Module 4 Ecosystem Dynamics 	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Working Scientifically Skills Task Outcomes BIO11/12-1, BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7, BIO11-8, BIO11-9	Depth Study Research Task Outcomes BIO11/12-1 , BIO11/12-2 BIO11/12-3 , BIO11/12-4 BIO11/12-5 , BIO11/12-6 BIO11/12-7, BIO11-8 BIO11-9, BIO11-10, BIO11-11	Year 11 Examination Outcomes BIO11/12-1 BIO11/12-2 BIO11/12-4, BIO11/12-5 BIO11/12-6, BIO11/12-7 BIO11-8, BIO11-9 BIO11-10, BIO11-11
Skills in applying the processes of Working Scientifically	60	30	25	5
Knowledge and understanding of content	40	5	10	25
Total %	100	35	35	30

Course: Business Studies	
2 units for each of Year 11 and Year 12 course Board Developed Course Nil	Exclusions: Nil
Course Description: Business Studies investigates the role, operation and management of businesses within our society. Factors influencing the establishment, operation and management of a small business are integral to this course. Students investigate the role of global business and its impact on Australian business. Students develop research and independent learning skills in addition to analytical and problem-solving competencies through their studies.	
Main Topics Covered: Nature of Business Business Management Business Planning	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Stimulus Task Outcomes P1, P2, P6, P7, P8	Business In-class Research Task Outcomes P1, P2, P3, P5, P8, P9,	Year 11 Examination Outcomes P1, P2, P3, P4, P5, P6, P8, P9, P10
Knowledge and understanding of content	40	10	10	20
Stimulus – based skills	20	10		10
Inquiry and Research	20		20	
Communication of business information, ideas and issues in appropriate forms	20	5	5	10
Total %	100	25	35	40

Course: Chemistry	
2 units for each of Year 11 and Year 12 course Board Developed Course Nil	Exclusions: Nil
Course Description: The Year 11 course develops the knowledge, understanding and skills in relation to the properties and structures of matter, the types and drivers of chemical reactions and how we measure the quantities involved in these processes. Students are provided with 15 hours of course time for Depth Studies. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules. Practical investigations are an essential part of the course and must occupy a minimum of 35 hours of course time.	
Main Topics Covered: <ul style="list-style-type: none"> • Module 1 Properties and Structure of Matter • Module 2 Introduction to Quantitative Chemistry • Module 3 Reactive Chemistry • Module 4 Drivers of Reactions 	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Depth Study Research Task Outcomes CHE11/12-1 CHE11/12-2 CHE11/12-3 CHE11/12-4 CHE11/12-5 CHE11/12-6 CHE11/12-7, CHE11-8, CHE11-9,	Working Scientifically Skills Task Outcomes CHE11/12-1 CHE11/12- 2 CHE11/12-3 CHE11/12-4 CHE11/12- 5 CHE11/12-6 CHE11/12-7, CHE11-8, CHE11-9, CHE11-10	Year 11 Examination Outcomes CHE11/12-1 CHE11/12-2 CHE11/12-4 CHE11/12-5 CHE11/12-6, CHE11/12- 7 CHE11-8, CHE11-9 CHE11-10, CHE11-11
Skills in applying the processes of Working Scientifically	60	25	30	5
Knowledge and understanding of content	40	10	5	25
Total %	100	35	35	30

Course: Design and Technology	
2 units for each of Year 11 and Year 12 course Board Developed Course Nil	Exclusions: Nil
Course Description: Students study design processes, design theory and factors in relation to design projects. In the Year 11 course students study designing and producing which includes the completion of two design projects.	
Main Topics Covered: Designing and Producing including the study of design theory, design processes, creativity, collaborative design, research, management, using resources, communication, manufacturing and production, computer-based technologies, safety, evaluation, environmental issues, analysis, marketing and manipulation of materials, tools and techniques. Students must participate in hands-on practical Design Projects. In the HSC course, the comprehensive study of designing and producing studied in the Year 11 course are synthesised and applied. This culminates in the development and realisation of a major design project and the presentation of a case study.	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Year 11 Project 1 Outcomes P3.1 P4.1 P5.2 P6.1 P6.2	Year 11 Examination Outcomes P1.1 P2.1 P2.2 P4.3	Year 11 Project 2 Outcomes P3.1 P4.1 P4.2 P5.2 P5.3
Skills in applying the processes of Working Scientifically	40	10	20	10
Knowledge and understanding of content	60	20	10	30
Total %	100	30	30	40

Course: Drama	
2 units for each of Year 11 and Year 12 course Board Developed Course Nil	Exclusions:
Course Description: Students study the practices of Making, Performing and Critically Studying in drama. Students engage with these components through collaborative and individual experiences.	
Students study content comprising of: <ul style="list-style-type: none"> • Improvisation • Play building and Acting • Theatrical Traditions • Performance Styles <p>Learning in these areas is both theoretical and experiential.</p>	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		<p>Presentation of Individual Project</p> <p>Individual project presentation demonstrating exploration of role/character development, log book research informing refinement of dramatic action</p> <p>Outcomes P1.1, P1.4, P2.1, P2.3 P2.4 P3.1</p>	<p>Written Extended Essay</p> <p>Exam based on workshop activities and activities in Theatrical Traditions and Performance Styles</p> <p>Outcomes P3.1, P3.2. P3.3, P3.4</p>	<p>Theatrical Styles: Group performance</p> <p>Presentation of improvised group performance based on workshop activities, including log book research on theatrical styles investigated to inform performance and planning and reflection statement including evaluation of script development</p> <p>Outcomes P1.2, P1.3, P1.5, P1.7, P1.8, P2.4, P2.6</p>
Making	40	20		20
Performing	30	10		20
Critically Studying	30		30	
Marks	100	30	30	40

Course: Economics	
2 units for each of Year 11 and Year 12 course Board Developed Course visit	Excursions: RBA
<p>Course Description: Economics provides students with an understanding of many aspects of the economy and its operation that are often reported in the media. It investigates issues such as why unemployment, interest rates or inflation rates change and how these changes will influence individuals, firms and government decision-making in society. Economics develops students' knowledge and understanding of the operation of the global and Australian economy. It develops the analytical, problem solving and communication skills of students. There is a strong emphasis on the problems and issues in a contemporary Australian economic context within the course.</p>	
<p>Main Topics Covered:</p> <ul style="list-style-type: none"> • Introduction to Economics • Consumers and Business • Markets • Labour Markets • Financial Markets • Government in the Economy 	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		In class Research Task Outcomes P1, P2, P3, P4, P6, P8, P9	Stimulus task- markets In class Outcomes P1, P3, P8, P9, P10, P11	Year 11 Examination Outcomes P1, P3, P4, P5, P6, P7, P8, P11
Knowledge and understanding of course content	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	10		10
Total %	100	30	30	40

Course: Engineering Studies	
2 units for each of Year 11 and Year 12 course Board Developed Course Nil	Exclusions:
<p>Course Description: Students will learn and apply the knowledge, understanding and skills in aspects of engineering that include: communication, engineering mathematical analysis, engineering materials, historical/societal influences, engineering electricity/electronics, and the scope of the profession. Students study engineering by investigating a range of applications and fields of engineering.</p>	
<p>Main Topics Covered Students undertake the study of 4 compulsory modules:</p> <ul style="list-style-type: none"> • Engineering Fundamentals • Engineered Products • Mechanical Engineering • Biomedical Engineering <p>Students will participate in hands-on workshop activities. Students develop an engineering report for two of the modules studied. One report in the Year 11 course may be the result of collaborative engineering solution.</p>	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Engineering Report Outcomes P1.2, P2.1, P3.3, P4.1, P4.2, P5.1, P6.2	Engineering Report Outcomes P1.1, P2.2, P3.2, P3.3, P5.2, P4.3, P6.1	Year 11 Examination Outcomes P1.2, P2.1 P3.1, P3.3, P4.2, P4.3, P6.1
Knowledge and understanding of course content	60	10	10	40
Knowledge and skills in research, problem solving and communication related to engineering practice	40	20	20	
Total %	100	30	30	40

Course: English Advanced

2 units for each of Year 11 and Year 12 course

Board Developed Course

Exclusions: English Standard; English Studies, EAL/D

Course Description:

Students explore challenging texts, investigating complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature. Students appreciate, analyse and respond imaginatively and critically to literary texts drawn from a range of personal, social, historical and cultural contexts, including literature from the past and present and from Australian and other cultures. They study challenging written, spoken, visual, multimodal and digital texts that represent and reflect a changing global world.

Through their study of English, students can become critical thinkers and articulate and creative communicators.

Main Topics Covered:**The Year 11 course has two sections:**

- Common Module: *Reading to Write* is common to the Year 11 Standard and Advanced courses where students undertake the intensive close reading of quality texts from a variety of modes and media. In doing so, they further develop the skills and knowledge necessary to appreciate, understand, analyse and evaluate how and why texts convey complex ideas, relationships, endeavours and scenarios.
- Modules emphasise particular aspects of shaping meaning and understanding, including questions of values, significance and textual integrity. Students study two modules: Module A *Narratives that Shape our World* and Module B *Critical Study of Literature*.

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Common Module: Reading to Write	Module A: Narratives that Shape our World	Module B: Critical Study of Literature / Common Module: Reading to Write
	Creative Response and Reflection	Multimodal Presentation	Semester 2 Examination – Critical Response / Short Answer	
	Outcomes EA11-1, EA11-4, EA11-9	Outcomes EA11-2, EA11-5, EA11- 6, EA11-8	Outcomes EA11-1, EA11-3, EA11- 5, EA11-7, EA11-8	
Knowledge and understanding of content	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
Total %	100	30	30	40

Course: English Extension
1 unit for each of Year 11 and Year 12 course Board Developed Course Prerequisites: Year 11 English Advanced course Year 11 English Extension is a prerequisite for Year 12 English Extension 1 course Year 12 English Extension 1 course is a prerequisite for Year 12 English Extension 2 Exclusions: English Standard; English Studies; EAL/D
Course Description: This course is designed for students with an interest in literature and a desire to pursue specialised study of English. Students explore the ways in which aspects and concerns of texts from the past have been carried forward, borrowed from and/or appropriated into more recent culture. In the Year 11 English Extension course students: <ul style="list-style-type: none"> • Explore, analyse and critically evaluate different examples of texts in a range of contexts and media, including texts of their choosing. • Develop their understanding and appreciation of the cultural roles and the significance of texts, engaging with increasingly complex concepts through a range of literature, from a range of contexts. • Pursue areas of interest with increased independence and theorise about the processes of responding to and composing texts.
Main Topics Covered: The Year 11 English Extension course has two sections: <ul style="list-style-type: none"> • Mandatory Module: <i>Texts, Culture and Value</i> • <i>Independent Related Project</i> that provides students with opportunities to develop skills in independent investigation and critical and creative thinking

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Module: Texts, Culture and Value Analytical Essay Outcomes EE11-1, EE11-3	Module: Texts, Culture and Value Imaginative Response and Reflection Outcomes EE11-3, EE11-5	Independent Related Project Multimodal Presentation Outcomes EE11-2, EE11-4, EE11-5, EE11-6
Knowledge and understanding of content	50	15	15	20
Skills in complex analysis composition and investigation	50	15	15	20
Total %	100	30	30	40

Course: French Continuers
2 units for each of Year 11 and Year 12 course Board Developed Course Prerequisites: 200-300 hours study of the language or equivalent.
Exclusions: Nil
Course Description: The Year 11 and HSC courses have as their organisational focus themes and associated topics. The student's skills in, and knowledge of French will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. The student will also gain an insight into the culture and language of French-speaking communities through the study of a range of texts.
Themes: <ul style="list-style-type: none"> • The individual • The French-speaking communities • The changing world
Internal Assessment: The four parts of the course are assessed through a range of tasks including: <ul style="list-style-type: none"> • Conversation • Responding to an aural stimulus • Responding to a variety of different written material • Writing for a variety of purposes • Studying French culture through texts

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Response to Multimodal texts Personal identity/friendship/hobbies Outcomes 1.1, 1.3, 2.1, 2.2, 2.3, 3.2, 3.4, 3.5, 4.1	Response to a spoken text/oral presentation Personal identity/significant moments in the past/childhood Outcomes 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 3.6	Year 11 Examination Active lifestyle/sport/family/where you live/future plans/environment Outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1
Speaking	20		20	
Listening	30		10	20
Reading	30	20		10
Writing	20	10		10
Total %	100	30	30	40

Course: Food Technology	
2 units for each of Year 11 and Year 12 course Board Developed Course Nil	Exclusions:
Course Description:	
Students will develop knowledge and understanding about the production, processing and consumption of food, the nature of food and human nutrition and an appreciation of the importance of food to health and its impact on society. Skills will be developed in researching, analysis and communicating food issues, food preparation and the design, implementation and evaluation of solutions to food situations.	
Main Topics Covered Students will learn about:	
<ul style="list-style-type: none"> • Food availability and selection • Food quality • Nutrition 	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Food Quality Experiment and Preparation Outcomes P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	Nutrition Investigation Outcomes P2.1, P3.1, P3., P4.1, P4.3, P5.1	Year 11 Examination Outcomes P1.1, P2.1, P2.2, P4.4, P5.1
Knowledge and understanding of content	40		10	30
Knowledge and skills in designing, researching, analysing and evaluating	30	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	30	20	10	
Total %	100	30	30	40

Course: Geography	
2 units for each of Year 11 and Year 12 course Board Developed Course Nil	Exclusions:
<p>Course Description:</p> <p>The Year 11 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate natural systems; people, patterns and processes; and human–environment interactions. They develop an understanding of the nature and value of geographical inquiry through planning and conducting a geographical investigation.</p> <p>The Year 12 course is structured to provide students with opportunities to develop and apply their understanding of the geographical concepts of place, space, environment, interconnection, scale, sustainability and change. Students investigate global sustainability, rural and urban places, and ecosystems and global biodiversity.</p>	
<p>Main Topics Covered:</p> <ul style="list-style-type: none"> • Earth’s natural systems (40 hours) • People, patterns and processes (40 hours) • Human–environment interactions (20 hours) • Geographical Investigation (20hours) 	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Earth’s Natural Systems In-class Task Outcomes GE-11-01, GE-11-02, GE-11-07, GE-11-08, GE-11-09	Geographical Investigation Outcomes GE-11-01, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	Year 11 Examination Outcomes GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-07, GE-11-08, GE-11-09
Knowledge and understanding of course content	40	10	10	20
Geographical tools and skills	20	5	10	5
Geographical inquiry and research, including fieldwork	20	5	10	5
Communication of geographical information, ideas and issues in appropriate forms	20	5	5	10
Total %	100	25	35	40

Course: Investigating Science	
2 units for each of Year 11 and Year 12 course Board Developed Course Nil	Exclusions:
Course Description: The Year 11 course focuses on the centrality of observation in initiating the scientific process and examines the human tendency to draw inferences and make generalisations from these observations. Students learn about the development and use of scientific models and the similarities and differences between scientific theories and laws. Students are provided with 30 hours of course time for depth studies in both Year 11 and Year 12. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A depth study may be one investigation/activity or a series of investigations/activities. Depth studies may be included in one module or across several modules. Practical investigations are an essential part of the Year 11 and Year 12 courses and must occupy a minimum of 35 hours of course time each year.	
Main Topics Covered: Preliminary Course Module 1 Cause and Effect – Observing Module 2 Cause and Effect – Inferences and Generalisations Module 3 Scientific Models Module 4 Theories and Laws	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Term 1 Task 1	Term 2 Task 2	Term 3 Task 3
		Working Scientifically Skills Task Outcomes INS11/12-1, INS11/12-2 INS11/12-3, INS11/12-4 INS11/12-5, INS11/12-7 INS11-8, INS11-9	Depth Study Investigation Outcomes INS11/12-1, INS11/12-3 INS11/12-4, INS11/12-6 INS11/12-7, INS11-10	Year 11 Examination Outcomes INS11/12-1, INS11/12-2 INS11/12-4, INS11/12-5 INS11/12-6, INS11/12-7 INS11-8, INS11-9 INS11-10, INS11-11
Skills in Working Scientifically	60	30	25	5
Knowledge and understanding of content	40	5	10	25
Total %	100	35	35	30

Course: Japanese Continuers	
2 units for each of Year 11 and Year 12 course Board Developed Course Exclusions: Nil Prerequisites: 200-300 hours study of the language or equivalent.	
Course Description: The Year 11 and HSC courses have as their organisational focuses themes and associated topics. The student's skills in, and knowledge of Japanese will be developed through tasks associated with a range of texts and text types, which reflect the themes and topics. The student will also gain an insight into the culture and language of Japanese-speaking communities through the study of a range of texts.	
Themes:	
<ul style="list-style-type: none"> • The individual • The Japanese-speaking communities • The changing world 	
Internal Assessment: The four parts of the course are assessed through a range of tasks including:	
<ul style="list-style-type: none"> • Conversation • Responding to an aural stimulus • Responding to a variety of different written material • Writing for a variety of purposes • Studying Japanese culture through texts 	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Term 1 Task 1	Term 2 Task 2	Term 3 Task 3
		Response to multimodal texts Outcomes 1.1,1.3, 2.1,2.2, 2.3, 3.2, 3.4, 3.5, 4.1	Speaking and listening interviews Outcomes 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 3.6	Year 11 Examination Outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1
Speaking	20		20	
Listening	30		10	20
Reading	30	20		10
Writing	20	10		10
Total %	100	30	30	40

Course: Latin
2 units for each of Year 11 and Year 12 course Board Developed Course Exclusions: Nil Prerequisites: 200-300 hours study of the language or equivalent.
Course Description: Latin: Students study a range of extracts of texts in the original Latin. They develop skills of translation, literary analysis and analysis of language features.
Topics: <ul style="list-style-type: none"> • literary features • context • historical, religious and cultural references • ideas, beliefs, arguments and practices • language and linguistic features of these texts
Internal Assessment: Internal assessment is by tests and homework exercises which model parts of the HSC examination: <ul style="list-style-type: none"> • Seen translations of set texts • Short answer questions on set texts: linguistic, grammatical, contextual and stylistic • Essay length questions on/comparing texts on broader cultural and stylistic measures • Unseen passage translations and analyses

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Analysis and Translation of Seen Prose and Verse Texts	Translation and Interpretation of Seen and Unseen Texts	Yearly Examination
		Outcomes 1.1 1.2 1.3 2.1 2.2 2.3 3.1 3.2 3.3	Outcomes 1.1 1.3 2.2 2.3 2.4 2.5 3.1 3.2 3,3	Outcomes 1.1 1.2 1.3 2.1 2.2 2.3 2.4 2.5 3.1 3.2 3.3
Translating	30	10	10	10
Grammar	20	10		10
Understanding	30	10	10	10
Unseens	20		10	10
Marks	100	30	30	40

Course: Legal Studies	
2 units for each of Year 11 and Year 12 course Board Developed Course	Excursions: Downing Centre Law Courts.
<p>Course Description:</p> <p>The Year 11 course develops students' knowledge and understanding about the nature and social functions of law and law making, the development of Australian and international legal systems, and the specific nature of the Australian constitution, and the role of the individual. This is achieved by investigating, analysing and synthesising legal information and investigating legal issues from a variety of perspectives.</p> <p>The HSC course investigates the key areas of law, justice and human rights through a variety of focus studies which consider how changes in societies influence law reform.</p>	
<p>Main Topics Covered:</p> <ul style="list-style-type: none"> • The Legal System 40% of course time • The Individual and the State 30% of course time • The Law in Focus 30% of course time 	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Topic Test Outcomes: P1, P2, P3, P4, P6, P7, P9.	Research Task Outcomes: P1, P2, P4, P6, P7, P8, P9.	Year 11 Examination Outcomes: P1, P2, P3, P4, P5, P6, P7, P9.
Knowledge and understanding of course content	40	20		20
Analysis and evaluation	20	5	5	10
Inquiry and research	20		20	
Communication of legal information, ideas and issues in appropriate forms	20	5	5	10
Total %	100	30	30	40

Course: Mathematics Standard
2 units for each of Year 11 and Year 12 courses Board Developed Course Students may not study any other Stage 6 Mathematics Year 11 course in conjunction with the Mathematics Standard Year 11 course, or any other Stage 6 Mathematics Year 12 course in conjunction with the Mathematics Standard 2 Year 12 course.
Course Description: The Mathematics Standard Year 11 course is a common course for all students studying the Mathematics Standard syllabus. In Year 12 students will study the Mathematics Standard 2 Year 12 course (Category A). All students will sit for an HSC examination. The study of Mathematics Standard 2 in Stage 6: <ul style="list-style-type: none"> • enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely. • provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs. • provides opportunities for students to develop an understanding of and skills in further aspects of mathematics for concurrent HSC studies. • provides an appropriate mathematical background for students entering the workforce or undertaking further tertiary training.
Main Topics Covered: <ul style="list-style-type: none"> • Algebra • Measurement • Financial Mathematics • Statistical Analysis • Networks

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Non-Formal Examination Outcomes: MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	Investigation-Style Task Outcomes: MS11-2, MS11-7, MS11-9, MS11-10	Yearly Examination Outcomes: MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10
Concepts, skills and techniques	50	15	15	20
Reasoning and communication	50	15	15	20
Total %	100	30	30	40

Course: Mathematics Advanced
2 units for each of Year 11 and Year 12 courses Board developed Course
<p>Course Description: The Mathematics Advanced course is a calculus based course focused on developing student awareness of mathematics as a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. All students will sit for an HSC examination.</p> <p>The study of Mathematics Advanced in Stage 6:</p> <ul style="list-style-type: none"> enables students to develop their knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to consider various applications of mathematics in a broad range of contemporary contexts through the use of mathematical modelling and use these models to solve problems related to their present and future needs provides opportunities for students to develop ways of thinking in which problems are explored through observation, reflection and reasoning provides a basis for further studies in disciplines in which mathematics and the skills that constitute thinking mathematically have an important role provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in a range of disciplines at the tertiary level.
<p>Main Topics Covered:</p> <ul style="list-style-type: none"> Functions Trigonometric Functions Calculus Exponential and Logarithmic Functions Statistical Analysis Financial Mathematics

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Non-Formal Examination Outcomes MA11-1, MA11-2, MA11-8, MA11-9	Investigation-Style Task and Validation Test Outcomes MA11-2, MA11-3, MA11-4, MA11-7, MA11-8, MA11-9	Yearly Examination Outcomes MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9
Concepts, skills and techniques	50	15	15	20
Reasoning and communication	50	15	15	20
Total %	100	30	30	40

Course: Mathematics Extension 1
1 unit for each of Year 11 and Year 12 Board developed Course Mathematics Extension 1 in Year 11 is a prerequisite for Mathematics Extension 2 in Year 12
Course Description: The Mathematics Extension 1 Year 11 and Year 12 courses include the Mathematics Advanced Year 11 and Year 12 courses respectively. The Mathematics Extension 1 course is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics, including rigorous mathematical arguments and proofs and more extensive use of mathematical models. All students will sit for an HSC examination.
The study of Mathematics Extension 1 in Stage 6: <ul style="list-style-type: none"> enables students to develop thorough knowledge, understanding and skills in working mathematically and in communicating concisely and precisely provides opportunities for students to develop rigorous mathematical arguments and proofs, and to use mathematical models extensively provides opportunities for students to develop their awareness of the interconnected nature of mathematics, its beauty and its functionality provides a basis for progression to further study in mathematics or related disciplines and in which mathematics has a vital role at a tertiary level provides an appropriate mathematical background for students whose future pathways may involve mathematics and its applications in such areas as science, engineering, finance and economics.
Main Topics Covered: <ul style="list-style-type: none"> Functions Trigonometric Functions Calculus Combinatorics Statistical Analysis

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Non-Formal Examination Outcomes ME11-1, ME11-2, ME11-6, ME11-7	Investigation-Style Task and Validation Test Outcomes ME11-1, ME11-2, ME11-3, ME11-5, ME11-6, ME11-7	Yearly Examination Outcomes ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7
Concepts, skills and techniques	50	15	15	20
Reasoning and communication	50	15	15	20
Total %	100	30	30	40

Course: Modern History	
2 units for each of Year 11 and Year 12 course Board Developed Course Nil	Exclusions:
Course Description: The Year 11 Modern History course is structured to provide students with opportunities to develop and apply their understanding of methods and issues involved in the investigation of modern history. Students investigate various aspects of the modern world, including people, ideas, movements, events and developments. Additionally, students will develop knowledge and understanding of the modern world, the skills of critical analysis, and values and attitudes essential for an appreciation of the people, forces and ideas that have shaped the modern world. Historical concepts and skills are integrated with the studies undertaken in Year 11.	
Main Topics Covered:	
<ul style="list-style-type: none"> • Investigating Modern History - The Nature of Modern History / Case Studies • Shaping the Modern World • Historical Investigations 	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Historical Investigation Outcomes MH11-1 to 11-10	Source Task Outcomes MH11-5 to 11-9	Year 11 Examination Outcomes MH11-1 to 11-9
Knowledge and understanding of content	40	10	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20		10	10
Historical inquiry and research	20	10	5	5
Communication of historical understanding in appropriate forms	20	10	5	5
Total %	100	30	30	40

Course: Music 1	
2 units for each of Year 11 and Year 12 course Board Developed Course 2	Exclusions: Music
Course Description: Students study 3 topics covering a range of content. For the HSC students will study 3 different topics.	
Main Topics Covered: Students study three topics covering a wide range of content.	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Performance and Viva Voce Topic 1 Solo or ensemble performance & In-class viva voce Outcomes P1, P2, P5, P6, P8, P11	Composition with Portfolio Topic 2 Composition & aural analysis of repertoire Outcomes P3, P4, P6, P7, P8,	Performance and Aural Skills Topic 3 Solo or ensemble performance and Aural Skills Exam Outcomes P 1, P2, P4, P6, P9, P10
Performance	25	15		10
Composition	25		25	
Musicology	25	10		15
Aural	25		15	10
Total %	100	25	40	35

Course: Music 2	
2 units for each of Year 11 and Year 12 course Board Developed Course 1	Exclusions: Music
Course Description: In the Year 11 and HSC courses, students will study: The concepts of music through learning experiences in performance, composition, musicology and aural within the context of a range of styles, periods and genres.	
Main Topics Covered: Students study one Mandatory Topic covering a range of content and one Additional Topic in each year of the course. In the Year 11 course the Mandatory Topic is Music 1600 – 1900, in the HSC course the Mandatory Topic is Music of the Last 25 Years (Australian focus).	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Performance and in-class test	Composition with Portfolio	Performance and Musicology/Aural Skills Exam
Mandatory Topic	Mandatory Topic	Mandatory Topic and Additional Topic		
Solo or ensemble performance	Composition and portfolio including analysis of music	Solo or ensemble performance		
In-class test		Year 11 Examination		
Outcomes P1, P2, P6, P7, P8 P11, P12	Outcomes P3, P4, P5, P6, P9, P11, P12	Outcomes P1, P7, P10, P11, P12		
Performance	25	15	10	
Composition	25		25	
Musicology	25		10	
Aural	25	15	10	
Total %	100	30	35	

Course: Personal Development Health and Physical Education	
2 units for each of Year 11 and Year 12 course Board Developed Course Nil	Exclusions:
Course Description: Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.	
Main Topics Covered:	
<ul style="list-style-type: none"> • Better Health for Individuals • First Aid • Outdoor Recreation • The Body in Motion 	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Core 2: Body in Motion Outcomes P7, P8, P9	Core 1: BHFI Outcomes P3, P6, P16	Year 11 Examination Outcomes P1 to 17
Knowledge and understanding of content	40	10	10	20
Skills in critical thinking, research, analysis and communicating	60	20	20	20
Total %	100	30	30	40

Course: Physics	
2 units for each of Year 11 and Year 12 course Board Developed Course Nil	Exclusions: Nil
Course Description: The Year 11 course develops student's knowledge, understanding and skills relevant to the study of motion, how we describe it and what causes it. The course also examines energy in its different forms and how we describe and measure electricity and magnetism and their interrelated effects. Students are provided with 15 hours of course time for Depth Studies. During this time students may undertake an investigation/activity that allows for the further development of one or more scientific concepts. A Depth Study may be one investigation/activity or a series of investigations/activities. Depth Studies may be included in one module or across several modules. Practical investigations are an essential part of the course and must occupy a minimum of 35 hours of course time.	
Main Topics Covered: <ul style="list-style-type: none"> • Module 1 Kinematics • Module 2 Dynamics • Module 3 Waves and Thermodynamics • Module 4 Electricity and Magnetism 	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Depth Study Research Task Outcomes PHY11/12-1 PHY11/12-2 PHY11/12-3 PHY11/12-4 PHY11/12-5 PHY11/12-6 PHY11/12-7, PHY11-8, PHY11-9,	Working Scientifically Skills Task Outcomes PHY11/12-1 PHY11/12-2 PHY11/12-3 PHY11/12-4 PHY11/12-5 PHY11/12-6 PHY11/12-7, PHY11-8 PHY11-9, PHY11-10	Year 11 Examination Outcomes PHY11/12-1 PHY11/12-2 PHY11/12-4 PHY11/12-5 PHY11/12-6, PHY11/12-7 PHY11-8, PHY11-9 PHY11-10, PHY11-11
Skills in applying the processes of Working Scientifically	60	25	30	5
Knowledge and understanding of content	40	10	5	25
Total %	100	35	35	30

Course: Society and Culture	
2 units for each of Year 11 and Year 12 course Board Developed Course Nil	Exclusions:
Course Description: Society and Culture develops knowledge, understanding, skills, values and attitudes essential to an appreciation of the social world. How the interaction of persons, society, culture, environment and time shape human behaviour is a central theme of study. Students develop an understanding of research methodologies and undertake research in an area of particular interest to them. The research findings are presented for external assessment in the Personal Interest Project (PIP). The course deals with areas of study of interest and relevance to student	
Main Topics Covered: <ul style="list-style-type: none"> • The Social and Cultural World • Personal and Social Identity • Intercultural Communication 	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		The Social and Cultural World Research Task Outcomes P1, 3, 6, 9, 10	Personal and Social Identity Personal Interest Research Project (PIRP) Outcomes P1, 2, 3, 5, 8, 10	Year 11 Examination Outcomes P1-10
Knowledge and understanding of content	50	15	10	25
Application and evaluation of social and cultural research methodologies	30	10	10	10
Communication of information, ideas and issues in appropriate forms	20	5	10	5
Total %	100	30	30	40

Course: Software Engineering
2 units for each of Year 11 and Year 12 course Board Developed Course Exclusions: Nil
Course Description: The Year 11 course provides students with opportunities to develop and apply an understanding of the fundamental elements involved in creating software. The aim of Software Engineering is to develop in each student: <ul style="list-style-type: none"> • a capacity to think creatively to develop and program software solutions • an ability to apply knowledge, understanding and thinking skills to develop and communicate solutions to real-world problems.
Main Topics Covered: Students will learn about: <ul style="list-style-type: none"> • Programming Fundamentals • The Object-Oriented Paradigm • Programming Mechatronics

ASSESSMENT TASK SCHEDULE

		Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
Component	Weighting	Year 11 Programming project Outcomes SE-11-01 SE-11-04 SE-11-08 SE-11- 09	Year 11 Programming mechatronics project Outcomes SE-11-03 SE-11-06 SE-11-07 SE-11-09	Year 11 Examination Outcomes SE-11-01 SE-11- 02 SE-11-03 SE- 11-05
Knowledge and understanding of course content	50	5	10	35
Knowledge and skills in the practical application of the content	50	15	30	5
Total %	100	20	40	40

Course: Studies of Religion I	
1 unit for each of Year 11 and Year 12 course Board Developed Course Nil	Exclusions:
Course Description: Studies of Religion Stage 6 promotes an awareness, understanding and application of the nature of religion and the influence of religious traditions, beliefs and practices on individuals and society with an emphasis on the Australian context. Students will undertake research, conduct interviews, and develop a survey and present both oral and written reports.	
Main Topics Covered: <ul style="list-style-type: none"> • The Nature of Religion and Beliefs • Religious Tradition 1 • Religious Tradition 2 <p>This syllabus considers the five major religious traditions to be Buddhism, Christianity, Hinduism, Islam, Judaism</p>	

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Nature of Religion and Beliefs In class task Outcomes P1, 2, 6, 8	Religious Tradition: Judaism In-class task Outcomes P3, 4, 5, 6, 7, 8, 9	Year 11 Examination Outcomes P1-9
Knowledge and understanding of content	40	10	10	20
Source-based skills	20	5	5	10
Investigation and research	20	10	10	
Communication of information, ideas and issues in appropriate forms	20	5	5	10
Total %	100	30	30	40

Course: Visual Arts

2 units for each of Year 11 and Year 12 course

Exclusions: Ceramics - Visual Arts HSC Ceramics Body of Work
 Furnishing – the Furnishing Integrated project(s) cannot be used as a Body of Work
 Photography – Visual Arts HSC Photography Body of Work
 Visual Design – Products developed cannot be used as a Body of Work in Visual Arts

Course Description:

Visual Arts involves students in the practices of artmaking, art criticism and art history. Students develop their own artworks culminating in a 'body of work' in the HSC course that reflects students' knowledge and understanding about practice and demonstrates their ability to resolve a conceptually strong work. Students critically investigate works, critics, historians and artists from Australia as well as those from other cultures, traditions and times.

Year 11 Course learning opportunities focus on:

- The nature of practice in artmaking, art criticism and art history through different investigations
- The role and function of artists, artworks, the world and audiences in the artworld
- The frames and how students might develop their own informed points of view
- How students may develop meaning and focus and interest in their work
- Building understandings over time through various investigations and working in different forms.

ASSESSMENT TASK SCHEDULE

Component	Weighting	Task 1 Term 1	Task 2 Term 2	Task 3 Term 3
		Artmaking and VAPD Outcomes P1, P4, P6	Examination Outcomes P7, P9	Collection of works and Essay Outcomes P2, P3, P5, P8, P10
Artmaking	50	20		30
Art Criticism & Art History	50	10	30	10
Total %	100	30	30	40

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key verbs that state what students are expected to be able to do. A glossary of key verbs has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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