



**ORAN PARK  
ANGLICAN COLLEGE**

**YEAR 11 2024**

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**INFORMATION &  
ASSESSMENT SCHEDULE**

# PRINCIPAL'S WELCOME

The adventure of Senior School continues. This is the time of greater flexibility and yet greater demands. It can be a time of tension for students and their parents. Our intention at Oran Park is to provide you with as much opportunity as possible to raise questions and seek solutions.

In the Year 11 Information and Assessment Book we have provided information regarding subjects and new approaches to the programs in Senior School. If the information raises questions for you, we are eager to assist you.

We are striving to have our students achieve their best; to enjoy their time at the College and to gain valuable insight into the world around them in order to adequately prepare for the future.

We are a Christian and Anglican College. We therefore have a values perspective to all aspects of College life. We will raise the issues of the importance of faith in the Lord Jesus Christ and his message in the Bible.

Please know of our concerns for each child and each family. We certainly wish you well as you embark on an important phase of life in the Senior Years at Oran Park Anglican College.

**NAOMI WILKINS**  
**PRINCIPAL**

# INTRODUCTION

Welcome to Stage 6! Oran Park Anglican College is committed to academic rigour and excellence in learning. Our Assessment program is focussed on students developing the skills to be life-long learners. Students will benefit from a wide range of assessment practices, ongoing formative assessment and a focus on the improving the processes of learning including giving and receiving feedback, critical thinking and the development of the habits of mind.

Students need to refer to their timetable each day to ensure that they bring all the correct books and equipment and are prepared for their classes.

Year 11 is divided in three Pastoral Care classes. The teachers are – Mr T. Williams ([twilliams@opac.nsw.edu.au](mailto:twilliams@opac.nsw.edu.au)), Mr Miller ([rmiller@opac.nsw.edu.au](mailto:rmiller@opac.nsw.edu.au)) and Mrs Morrison ([emorrison@opac.nsw.edu.au](mailto:emorrison@opac.nsw.edu.au)). If a student or parent has enquiries that relate to a specific course, they should speak to their class teacher initially and then their Pastoral Care Teacher.

Mr J Williams ([jwilliams@opac.nsw.edu.au](mailto:jwilliams@opac.nsw.edu.au)) is Student Stage 6 Wellbeing Advisor, who is also available to provide additional support.

If a student or parent has enquiries that relate to a specific subject, they should speak to their class teacher initially and then their Pastoral Care Teacher.

The BYOD program will have a significant impact on student's learning. All textbooks for Year 11 will be available online and the availability of apps and online aids supplement classroom instruction. It is important, however, that students are still complimenting the use of technology with a balanced amount of handwriting as research suggest learning is stronger when the process of handwriting is incorporated into both classwork and study.

Oran Park Anglican College is committed to a caring approach towards all students, and this is exercised through its wellbeing and Pastoral Care programs. Each child and family is more than just a mark or a grade; they are individuals for whom God cares deeply and the College and staff are committed to you and your child and to demonstrating the College core values which seek the best for every student.

**STEVE OWEN**  
**DEPUTY PRINCIPAL – HEAD OF SENIOR SCHOOL**

# Stage 6 Information on Policy and Procedures 2024

## 1. Introduction

This booklet summarises the Year 11 requirements and expectations for the two years leading up to the Higher School Certificate in 2025. It includes:

- Rules and Regulations
- College Policies and Procedures

## 2. Higher School Certificate Eligibility

The NSW Education Standards Authority (NESA) are responsible for setting all regulations for the Higher School Certificate. This Certificate is awarded to eligible students at the completion of two years of senior secondary education that is Years 11 and 12.

To qualify for a Preliminary Record of School Achievement, students are required to:

- have completed Year 10 or an equivalent qualification
- attend an accredited school
- satisfactorily complete courses that meet the pattern of study requirements
- sit for and make a serious attempt at the required examinations and assessment tasks.

The Higher School Certificate is accompanied by a Record of School Achievement (ROSA), which lists all courses studied in Years 11 and 12 and the performance grades achieved within each course.

### 3. Attendance

As a high level of attendance at lessons is necessary to achieve satisfactory completion of the course, students are expected to attend all lessons in their subjects, unless reasons for not attending are substantial. The College expects all students to maintain satisfactory attendance, make sure that courses are completed, and all course requirements are met.

*Leave During Term Time – For family holidays, Elite Sport or Employment in the Entertainment/ Hospitality Industry*

In 2014 the NSW Government introduced amendments to the legislation relating to leave applications and, commencing in 2015, the Minister for Education instituted changes to the process of the recording of attendance and applying for absence from School.

Any family holiday taken during term time will be counted as absence. Families are requested to holiday or travel **during school vacation time only**. If unavoidable, parents should apply for leave in writing using the Extended Leave Form, directly to the Deputy Principal, providing essential details at **least four weeks** prior to the time of leave. Students will also be required to list any Assessment Tasks which may fall during their absence on their application form, which are available at Student Services.

An Application for a **Certificate of Exemption is required for all non-holiday related requests for leave**. (These include exceptional circumstances, e.g., elite non-school sport, participation in the elite arts program, employment in the entertainment industry). Parents must apply for **Exemption from Attendance at School Form** to the Deputy Principal for approval at least two weeks prior to the requested Exemption period.

If the reason for requesting leave is in keeping with the requirements under the Education Act and considered to be in the student's best academic interests, the Deputy Principal will accept the request and if leave is granted, the absence will be recorded as "L" (Leave/Absence). If the Deputy Principal does not accept the request for leave, it will be recorded as "A" (Unexplained or Unjustified Absence). If leave is approved by the Deputy Principal, a Leave Approval letter will be issued and emailed to parents. Parents will be notified by mail if leave is not approved.

A copy of all Leave/Exemption documents will be kept on the student's file. In the case of Certificates of Exemption, the original must be kept by the parents.

The following must be taken into consideration when applying for Leave/Exemption:

In general, the taking of long periods of leave is discouraged. **Vacations taken outside normal school holidays will not normally be accepted as a valid reason for absence from, or non- submission of, an assessment task.** However, if leave is unavoidable an application to the Deputy Principal must be made well in advance to minimise disruption to a student's educational progress. When the period of leave requested is extensive, the student must demonstrate to the Deputy Principal that outcomes in each course will be achieved.

**Leave during Years 10 to 12** is extremely difficult due to the NSW Education Standards Authority Assessment requirements. Students/Parents who are seeking leave will need to consult with the course Head of Faculty, to determine how they might complete all NSW Education Standards Authority Assessment and Coursework requirements well before plans and bookings are made for any absence. Breaches of the NSW Education Standards Authority rules can result in the non-award of the external certificate. If exceptional leave is approved, any hand-in assessment task that falls within the leave period must be completed prior to departure or submitted by the due date electronically unless a suitable arrangement can be made with the Head of Faculty, to complete the task at a later date. Formal documentary evidence will need to be provided to justify leave when an assessment task is scheduled during the leave period. Any class work must be caught up.

We encourage our students to understand that effective time management is key to balancing their academic responsibilities with extracurricular pursuits. In the case of **potential assessment date conflicts with extracurricular events** students must seek permission from the Director of Studies. Students are also to take proactive measures and communicate with their teachers well in advance of the due date. This ensures that necessary accommodation can be considered and implemented when appropriate.

**Failure to maintain the expected level of commitment to learning may result in students being temporarily withdrawn from their participation in extracurricular activities.** If students are struggling to meet their academic obligations, which include the completion of homework assignments and submitting assessments, they may temporarily lose the privilege of participating in extracurricular activities until they demonstrate an improvement in their academic performance.

**If the student takes leave that is not approved,** they will receive a mark of zero for any hand-in assessment task that is not submitted by the due date or any in-class task or examination that falls in that period. In addition, students must still complete the missed task upon their return to College.

College fees continue to be payable during these absences. **Teachers are unable to provide detailed work for extended periods but can make suggestions for study whilst the student is away.**

## 4. Units

All courses have a unit value, which refers to the class time allocated to the subject.

Number of units	Minimum total time	Typical time per week	Number of lessons in a ten-day timetable	Maximum marks in HSC
1 unit	60 hours	2 hours	5 periods	50 marks
2 units	120 hours	4 hours	9 periods	100 marks

## 5. Pattern of Study – Courses and Units

Typically, each course of study involves at least 240 hours of class time over two academic years. The course is split into two portions:

- the Preliminary Course
- the HSC Course

Each of these portions has its own outcomes, content and requirements for formal assessment.

**Preliminary Studies** refers to subjects and courses typically studied in Year 11. Preliminary courses:

- are usually studied over three terms.
- are usually completed by the end of Term 3

A student must:

- satisfactorily complete the Preliminary course to be eligible to attempt the HSC course in a subject.
- complete at least 12 units of Preliminary courses, including at least 2 units of English.

**HSC Studies** refers to subjects and courses typically studied in Year 12. HSC courses:

- are usually studied over four terms.
- typically commence in Term 4 of Year 11
- are completed by the end of Term 3 of the following year.
- at least 10 units

Both patterns of study must include at least:

- 6 units of Board Developed Courses
- 2 units of Board Developed Courses in English
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses)
- study at least 4 subjects

Some courses have certain rules and prerequisites. For example, you can include English Studies in your 6 units of Board Developed Courses, but you can only count it as the 2 units of English that UAC uses to calculate an ATAR if you sit the optional HSC examination.

## 6. Confirmation of Entry

You must be entered with NESAs for all courses you are attempting this year. This includes any courses outside your school or the College that your Deputy Principal has approved, like VET or distance education courses, and study with an outside tutor.

You will be given a Confirmation of Entry showing your personal details, courses and whether or not you are eligible for an HSC and an ATAR. You must sign the declaration on the Confirmation of Entry and return it to school.

If you would like an ATAR so you can apply to universities, make sure your ATAR eligibility is recorded on your Confirmation of Entry.

### **Your Students Online account will show key details.**

Your Students Online account will be updated when your Confirmation of Entry is finalised. You can then log in with your student number and PIN to see messages from NESAs and study details, like your grades for Years 10 and 11. You will also be able to view your exam timetable, assessment ranks and HSC results when they become available.



## 7. Australian Tertiary Admission Rank (ATAR)

The ATAR is a number between 0 and 99.95 with increments of 0.05. It provides a measure of your overall academic achievement in the NSW HSC in relation to that of other students, and it helps universities rank applicants for selection.

It is calculated on behalf of the universities and released by UAC (University Admissions Centre). The ATAR is a rank, not a mark. Your ATAR indicates your position relative to the students who started Year 7 high school with you. An ATAR of 80.00 indicates that you have performed well enough in the HSC to place you 20% from the top of your Year 7 group, had all students in this group completed Year 12 and been eligible for the ATAR.

It is important to note that your ranking depends solely on your performance in the HSC.

ATARs are calculated for all ATAR-eligible students, but not all students are notified. Only NSW HSC students who indicate on their HSC entry forms that they wish to be notified of their ATAR will receive an ATAR Advice Notice from UAC in the mail at about the same time they receive their HSC results from the NESAA (NSW Education Standards Authority).

### Are you eligible for an ATAR?

To be eligible for an ATAR you must satisfactorily complete at least 10 units of ATAR courses. These ATAR courses must include at least:

- eight units from Category A courses
- two units of English
- three Board Developed courses of two units
- four subjects.

### How is your ATAR calculated?

Your ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising:

- your best two units of English and
- your best eight units from the remaining units.

No more than two units of Category B courses can be included.

## 8. Course Completion

For each course, students must:

- follow the course specified by the NESA.
- apply themselves with diligence and sustained effort to the set tasks and experiences.
- achieve some or all of the course outcomes.

The College is required to certify that students have satisfied these expectations.

## 9. Assessment Plan

Each student's achievement in each course will be measured through formal assessment. This assessment will determine what a student knows, understands and is able to do. There will be a variety of assessment tasks in each course.

The assessment plan in each course is designed to measure the extent to which each student achieves the defined outcomes of the course. In Year 11 the formal assessments are the major indication of satisfactory completion. In Year 12 the formal assessments all contribute to the assessment mark which is reported as part of the student's HSC results. The Assessment mark is not to be regarded as an indication of how the student will perform in the HSC examination.

Students should keep all completed assessment tasks until after the HSC examinations.

The plans and calendar weeks, for formal assessment in each subject will be issued in an Assessment Handbook.

## 10. Assessment Policy

### Number and type of tasks

- Three tasks in Preliminary Courses and three to four tasks including the trial HSC are considered sufficient to adequately assess the components of most courses according to NESA
- The Assessment Tasks should be appropriate to the outcomes and components of the course being assessed. For example, tasks could include assignments, fieldwork studies and reports, model making, oral reports, research projects, practical tests and open-ended investigations, viva voce and improvisations.

## Procedures for informing students

All students will be given a Preliminary/HSC Assessment booklet at the beginning of the Preliminary/HSC Course. This will contain the Assessment Schedule for each task and the week and term it will be administered.

## Submission of Tasks

- a. The assessment tasks listed in the Assessment Booklet will measure achievement of the outcomes of the Preliminary/HSC course and determine the marks in the College ranks and grades reports.
- b. In addition to the Assessment book students will be given written notice of the assessment task a minimum of two weeks before the assessment is due containing:
  - A detailed description of the task
  - The outcomes being assessed
  - The weighting of the task
  - The marking criteria
- c. Assessment tasks will occur in the weeks designated in this booklet unless there is prior written notification from the relevant Head of Faculty.
- d. The relevant Subject teacher/coordinator will determine on which day of the designated week the assessment will fall. The Director of Studies will meet with Heads of Faculty to determine a Year 11/12 Assessment due date calendar.
- e. All Assessments must be submitted by 9am on the due date stipulated on the Assessment Task Notification.
- f. If a task is submitted after this time or the student is absent the day prior to a hand-in task (without just cause) the student will receive zero.
- g. Assignments are submitted electronically and must be through CANVAS where the time of submission is recorded.
- h. Computer hardware or software failure **will not** be accepted as an excuse for late submission. Students cannot submit assessments via email unless specifically stated. When working on assessments students are advised that it is wise to have a backup computer copy of all tasks including backing up in the cloud e.g., OneDrive as well as draft printed copies.
- i. If a student is ill or unable to complete an assessment for a valid reason they must
  - Contact their class teacher and relevant Head of Faculty
  - Download the “Illness/Misadventure” form from the College website and have it completed by a doctor or other suitable person (for example, police officer, Justice of the Peace). The person must not be related to the student. A medical certificate submitted in isolation is **not** adequate documentation for an I/M application.
  - Return the form to the Director of Studies (or to Student Services) **no later than three (3) days after returning to College.**
  - At that point the student will be required to complete the task, or an alternate task designated by the Head of Faculty/Teacher.

- j. Zero marks may be awarded when a student has not made a genuine attempt or does not have a valid reason for not completing a task. In addition, the student is still required to complete or resubmit the task.
- k. Adjustments to assessment tasks can be made through the collaborative planning process to ensure access to and participation in the course requirements for students with Diverse Learning needs.
- l. Disability provisions for the HSC exams are approved by NESAs and application must be made according to the NESAs guidelines. Consultation with the Head of Diverse Learning should occur to determine the most appropriate course of action and that NESAs determined deadlines are adhered to.

### **Misadventure/Illness and Extensions**

*Misadventure/illness is an event immediately prior or during an assessment that is beyond the student's control, and which allegedly affected the student's performance in that assessment. (ACE manual Ref 9023).*

- a. Students can appeal for Misadventure/Illness using a Student Request Form available from Student Services or it can be downloaded from the College website. It must be completed by a Doctor or other suitable person depending on the circumstances. The person verifying the Illness/Misadventure must not be related to the student.
- b. **Students must submit an Illness/Misadventure Form if they are absent the day prior to the due date for any task** (regardless if it is submission or in-class).
- c. The Director of Studies and Heads of Faculty will determine alternative arrangements for any missed assessment task.
- d. Extension of time may be granted only in very exceptional circumstances. **Students are not to consider that extensions of time will automatically be granted for assessment tasks.** In very exceptional circumstances, it is the student's responsibility to submit a request for this special consideration from the Head of Faculty one week before the due date of the assessment task. Students must apply for Leave of Absence prior to the due date (*TASC – Conditions of Enrolment 2023*). Leave of Absence forms are available on the College website or Student Services. **Vacations taken outside normal school holidays will not normally be accepted as a valid reason for non-submission of an assessment task.**

## Academic Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
  - using material directly from books, journals, CDs or the internet without reference to the source
  - building on the ideas of another person without reference to the source
  - buying, stealing or borrowing another person's work and presenting it as their own
  - submitting work to which another person such as a parent, coach or subject expert has contributed substantially
  - using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
  - paying someone to write or prepare material
  - breaching school examination rules
  - using non-approved aides during an assessment task
  - contriving false explanations to explain work not handed in by the due date
  - assisting another student to engage in malpractice
  - deliberate absence prior to the submission of a task.
- a. Evidence of serious malpractice, such as plagiarism and cheating, will be determined by the Deputy Principal and Director of Studies.
  - b. **If it is deemed the student has plagiarised/committed malpractice (like the use of AI/paraphrasing tools), a letter will be sent home notifying parents and the details of the offence will be registered with NESAs.**
  - c. Failure to submit an assessment task on the due date because of truancy (that is unauthorised absence) will automatically result in zero marks being awarded for that task.
  - d. The Director of Studies and Head of Faculty will determine an alternative task in the result of a non-completion, non-serious attempt and/or plagiarism.
  - e. Failure to complete an Assessment Task within the allocated time provided, either as an in-class period task or for that element of a larger task will result in a zero being awarded.
  - f. **Even though zero marks may result due to lateness, students still must submit the task.** Failure to submit or complete work is also grounds for an 'N' determination for that task. Non-completion of a task may put the student's HSC in jeopardy.
  - g. If a student misses a task and the task cannot be rescheduled, then an estimate for the task will be determined. This will occur upon completion of the course, based on their rank of the other assessment tasks. The student must maintain their cumulative rank.

## 11. Assessment Review

- a. A student may seek clarification about assessment results from their teachers. This may result in re-marking of the task or a section of the task. After this process, a student may submit an appeal against the administration of any assessment task. The student must complete the form "Application for Appeal" within a week of a problem occurring and will be considered by an appeals committee comprising the Deputy Principal, Director of Studies, and the relevant Head of Faculty.
- b. An assessment review should focus on the College's procedures for determining the final assessment mark. Students are not entitled to seek a review of a teacher's judgements of the worth of individual performance in assessment tasks at the end of the course. The marks or grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time a task is returned.

## 12. Special Requirements for VET courses and Major Works

VET students must complete mandatory 35 hours of industry workplace requirements in each year of the Preliminary and HSC courses.

Students studying courses with a Major Work practical component must complete their work at school. Special Requirements for work that is done at home must follow NSW Education Standards Authority guidelines to enable certification by the class teacher.

Students who are submitting Major Works in Visual Arts, Design and Technology etc. must ensure that their submitted work(s) comply strictly with the NESAs requirements, in terms of deadlines, size dimensions, weight, volume, running time limits (for film or video works), nature of materials used etc. The Education Standards Authority will not accept works that are oversized, overweight, over the prescribed running time or constructed of prohibited material.

For all submitted works, you will need to sign a declaration stating that the work is your own, and that you have properly acknowledged anyone else's words, ideas, designs or work that you have used.

It is the expectation that **you meet regular progressive deadlines set by your teacher** to ensure feedback provided for the Major Work is implemented and reviewed. The drafting process is a vital component of preparing the Major Work. **Your teacher will monitor and record your progress on your submitted work** and, along with the Director of Studies, will certify that you completed the work. It must demonstrate that it:

- is your own work.
- is consistent with earlier drafts and other examples of your work.
- was finished by the due date.

If your teacher can't certify the work, you might receive fewer or zero marks. If you are planning a work that you will need to work on at home, you need your teacher's permission.

These requirements are set out in the ACE Manual and in the relevant Subject Manuals. These can be found on the NSW Education Standards Authority web site, <https://educationstandards.nsw.edu.au>

### **13. Achievement in HSC Courses and Feedback**

For Preliminary and HSC Courses the College will report on each student's achievement against the NSW Education Standards Authority outcomes.

Marks awarded for assessment tasks must reflect the differences in student performance. This is achieved by the making guidelines using the full range of marks available for the task.

- a. Information on marking guidelines may be found on the NESA Portal – Principles for Developing Marking Guidelines
- b. This does not mean that marks must be spread across the whole range, nor does it mean that they must fall between 50 and 100, which is the range of most marks when assessments have been moderated.

Students must receive full written feedback on all assessment tasks.

### **14. 'N' Determinations**

A student who fails to meet the requirements in any course can receive an 'N' for that course, to indicate this non-completion.

Prior to an 'N' being awarded the student and the parent/guardian will be given written warnings. Students who do not complete an assessment task will be sent an N award warning letter as per the NSW Education Standards Authority Policy with a new date by which the task has to be completed. These warnings will be early enough for the student to correct the problem and meet course requirements. If the task is not completed by that date a second warning letter will be sent. If not completed the student will be interviewed by the Deputy Principal and Director of Studies who will notify the student of the possibility of a 'N' determination in that subject.

An 'N' can lead to a student not satisfying the requirements for a Preliminary course. Consequently, the student will be ineligible for the HSC course in that subject.

## **15. Student Entry**

The College is responsible for completing a formal entry for each student who takes Preliminary and HSC courses. This will be done by the Director of Studies.

## **16. Student Transfers to the College**

Any student who transfers into the College after the 30 June the previous school is responsible for providing assessment marks.

## **17. Accumulation of Preliminary and HSC courses**

It is possible to accumulate Preliminary and/or HSC courses over a period of up to five years. Accumulation of courses will normally happen only after formulation of a detailed plan, in consultation with the appropriate College staff.

## **18. Changes to Pattern of Study**

If student wish to discontinue a course or adjust their Pattern of Study. A Request for Change of Course form must be completed. Approval will be given to the student after parental approval, as well as consultation with the class teacher, relevant Head of Faculty, Careers Advisor and Director of Studies. Students must continue to remain in the course until notified by the Director of Operations via email that the change has been approved.

## **19. College Forms**

All forms required to submit applications (for approved leave, change to courses, exemption from attendance at school and illness/misadventure) will be available at Student Services and on the OPAC website.



# YEAR 11 - 2024 ASSESSMENT DATES

*There may be occasions where an assessment may require amending and students will receive written notification of these changes.*

<b>TERM 1</b>			
<b>COURSE</b>	<b>TASK</b>	<b>WEEK</b>	<b>WEIGHTING</b>
Business Studies	Business Report	Week 7	25%
Chemistry	Data Analysis	Week 7	30%
Community and Family Studies	Case Study	Week 8	30%
Legal Studies	Research Task	Week 8	30%
Society and Culture	Report	Week 8	30%
Mathematics Standard	Investigation	Week 9	30%
Food Technology	Research and Practical	Week 9	35%
Mathematics Advanced	Question Bank Test	Week 8	30%
Modern History	Source Analysis	Week 9	30%
Music 1	Composition and Musicology	Week 9	30%
Music 2	Musicology - Essay Composition	Week 9	35%
PDHPE	Research Task	Week 9	30%
Biology	Practical Task	Week 10	20%
English Advanced	Imaginative and Analytical Composition	Week 10	30%
English Standard	Imaginative and Analytical Composition	Week 10	30%
Enterprise Computing	Research Report	Week 10	30%
Industrial Technology Timber	Industry Study Report	Week 10	35%
Mathematics Extension 1	Question Bank Test	Week 10	30%

## TERM 2

<b>COURSE</b>	<b>TASK</b>	<b>WEEK</b>	<b>WEIGHTING</b>
Physics	Data Analysis and Viva Voce	Week 2	25%
Textiles and Design	Portfolio	Week 2	30%
Visual Arts	Object Exploration Frames Essay	Week 2	35%
Mathematics Extension 1	In-class Test	Week 4	30%
Society and Culture	Mini PIP	Week 5	30%
Chemistry	Depth Study	Week 7	30%
Mathematics Advanced	In-class Test	Week 7	30%
PDHPE	Case Study and Practical	Week 6	35%
Physics	Depth Study	Week 8	35%
Food Technology	In-class Questions and Practical	Week 8	35%
Music 1	Performance and Musicology	Week 8	30%
Music 2	Performance and Aural	Week 8	30%
Community and Family Studies	Report	Week 8	35%
Biology	Depth Study	Week 9	40%
English Advanced	Essay and Visual Representation (multimodal)	Week 9	30%
English Standard	Essay and Visual Representation (multimodal)	Week 9	30%
Enterprise Computing	Project	Week 9	35%
Mathematics Standard	Modelling	Week 9	30%
Modern History	Research and Essay	Week 9	30%

## TERM 3

COURSE	TASK	WEEK	WEIGHTING
Legal Studies	Case Study	Week 1	40%
Industrial Technology Timber	Toolbox and Folio	Week 3	40%
Business Studies	Business Plan	Week 6	35%
Textiles and Design	Project	Week 6	40%
Visual Arts	Canvas Paintings Form and Sculpture	Week 7	30%
Biology	Final Examination	Weeks 9 – 10	40%
Business Studies	Final Examination	Weeks 9 – 10	40%
Chemistry	Final Examination	Weeks 9 – 10	40%
Community and Family Studies	Final Examination	Weeks 9 – 10	35%
English Advanced	Final Examination	Weeks 9 – 10	40%
English Standard	Final Examination	Weeks 9 – 10	40%
Enterprise Computing	Final Examination	Weeks 9 – 10	35%
Food Technology	Final Examination	Weeks 9 – 10	30%
Industrial Technology Timber	Final Examination	Weeks 9 – 10	25%
Legal Studies	Final Examination	Weeks 9 – 10	30%
Mathematics Advanced	Final Examination	Weeks 9 – 10	40%
Mathematics Extension 1	Final Examination	Weeks 9 – 10	40%
Mathematics Standard	Final Examination	Weeks 9 – 10	40%
Modern History	Final Examination	Weeks 9 – 10	40%
Music 1	Performance and Aural	Weeks 9 – 10	40%
Music 2	Performance and Musicology	Weeks 9 – 10	35%
PDHPE	Final Examination	Weeks 9 – 10	35%
Physics	Final Examination	Weeks 9 – 10	40%
Society and Culture	Final Examination	Weeks 9 – 10	40%
Textiles and Design	Final Examination	Weeks 9 – 10	30%
Visual Arts	Final Examination	Weeks 9 – 10	35%

## Year 11 Biology Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		Cells as the Basis of Life	Organisation of Living Things / Biological Diversity	All Topics
Task Description		Practical Task	Depth Study	Final Examination
Outcomes		BIO11-1-8	BIO11-1-7,9,10	BIO11-1-11
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 – 10
Skills in Working Scientifically	60%	10%	30%	20%
Knowledge and Understanding	40%	10%	10%	20%
<b>TOTAL</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

# Year 11 Business Studies Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		The Nature of Business	Business Planning	The Nature of Business Business Management Business Planning
Task Description		Business Report	Business Plan	Final Examination
Outcomes		P1, P2, P9, P8	P2, P3, P4, P7, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 7	Term 3 Week 6	Term 3 Weeks 9 – 10
Knowledge and understanding	40	5	15	20
Stimulus-based skills	20	10		10
Inquiry and research	20	10	10	
Communication of business information ideas and issues in appropriate forms	20		10	10
TOTAL	100%	25	35	40

# Year 11 Chemistry Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		Module 1	Module 1/2	All Topics
Task Description		Data Analysis	Depth Study	Final Examination
Outcomes		CH11-1-8	CH11-1-7,8,9	CH11-1-11
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 9 – 10
Skills in Working Scientifically	60%	20%	20%	20%
Knowledge and Understanding	40%	10%	10%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

# Year 11 Community and Family Studies Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		Resource Management	Individuals and Groups	Families and Communities
Task Description		Case Study	Report	Final Examination
Outcomes		P1.2, P4.2, P5.1, P6.1, P6.2	P2.1, P2.3, 4.2	P1.1 P1.2 P2.2 P2.4 P3.1 P3.2 P4.1 P4.2 P6.1
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9 – 10
Knowledge and understanding	40	10	15	15
Skills	60	20	20	20
TOTAL	100%	30	35	35

# Year 11 English Advanced Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		Common Module Reading to Write	Module A Narratives that Shape our World	Common Module - Reading to Write Module A - Narratives that Shape our World Module B - Critical Study of Literature
Task Description		Imaginative and Analytical Composition	Essay and Visual Representation (Multimodal)	Final Examination
Outcomes		EA11-2, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-7, EA11-8, EA11-9	EA11-1, EA11-3, EA11-4, EA11-5, EA11-7, EA11-8, EA11-9
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 – 10
Knowledge and understanding	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
<b>TOTAL</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>



# Year 11 English Standard Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		Common Module – Reading to Write	Module A – Contemporary Possibilities	Common Module – Reading to Write Module A – Contemporary Possibilities Module B – Close Study of Literature
Task Description		Imaginative and Analytical Composition	Essay and Visual Representation (Multimodal)	Final Examination
Outcomes		EN11-2, EN11-5, EN11-6, EN11-7, EN11-8,	EN11-1, EN11-2, EN11-3, EN11-4, EN11-9	EN11-1, EN11-5, EN11-6, EN11-8, EN11-9
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 – 10
Knowledge and understanding	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
<b>TOTAL</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Year 11 Enterprise Computing Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		How Safe is Your Data?	UX - Shaping the future of digital discourse	Principles of Cybersecurity Interactive Media and the User Experience Networking Systems and Social Computing
Task Description		Research report – Principles of Cybersecurity	Project – Interactive Media and the Use Experience	Final Examination
Outcomes		EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	EC-11-01, EC-11-08, EC-11-09, EC-11-11	EC-11-02, EC-11-04, EC-11-05
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 – 10
Knowledge and understanding	50	20	10	20
Skills	50	10	25	15
TOTAL	100%	30	35	35

# Year 11 Food Technology Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		Food Availability and Selection	Food Quality	Food Quality, Food Availability and Selection, Nutrition
Task Description		Research and Practical	In Class Questions and Practical	Final Examination
Outcomes		P1.1, P1.2, P4.2	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P2.1, P3.1, P3.2, P4.1, P4.3, P5.1
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9 – 10
Knowledge and understanding	40	5	5	30
Knowledge and skills in designing, researching, analysing and evaluating	30	15	15	
Skills in experimenting with and preparing food by applying theoretical concepts	30	15	15	
<b>TOTAL</b>	<b>100%</b>	<b>35</b>	<b>35</b>	<b>30</b>

# Year 11 Industrial Technology Timber Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		Industry Study Management and Communication	Production and Design	Industry Related Manufacturing Technologies & Design
Task Description		Industry Study Report	Toolbox and Folio	Final Examination
Outcomes		P1.1, P1.2, P2.1, P6.2, P7.1, P7.2	P1.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P5.2, P6.2	P2.1, P2.2, P3.1, P3.2, P4.2, P4.3, P5.1, P6.1
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 10	Term 3 Week 3	Term 3 Weeks 9 – 10
Knowledge and understanding	40	20	10	10
Skills	60	15	30	15
TOTAL	100%	35	40	25

# Year 11 Legal Studies Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		The Legal System	The Individual and the Law	The Legal System The Individual and the Law Law in Practice
Task Description		Research	Case Study	Final Examination
Outcomes		P1, P2, P3, P4	P5, P6, P7, P8	P1, P2, P9, P10
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 8	Term 3 Week 1	Term 3 Weeks 9 – 10
Knowledge and understanding	40	10	10	20
Analysis and evaluation	20		10	10
Inquiry and research	20	10	10	
Communication of legal information, ideas and issues in appropriate forms	20	10	10	
TOTAL	100%	30	40	30

# Year 11 Mathematics Advanced Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		Algebra and Surds Functions and Relations	Trigonometry Trigonometric Functions	All Units
Task Description		Question Bank Test	In-class Test	Final Examination
Outcomes		MA11-1, MA11-2, MA11-9	MA11-3, MA11-4, MA11-8, MA11-9	MA11-1 – MA11-9
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 9 – 10
Understanding, Fluency and Communication	50	15	15	20
Problem Solving, Reasoning and Justification	50	15	15	20
<b>TOTAL</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Year 11 Mathematics Extension 1 Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		Permutations and Combinations	Polynomials Inverse Functions	All Units
Task Description		Question Bank Test	In-class Test	Final Examination
Outcomes		ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1 – ME11-7
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 10	Term 2 Week 4	Term 3 Weeks 9 – 10
Understanding, Fluency and Communication	50	15	15	20
Problem Solving, Reasoning and Justification	50	15	15	20
TOTAL	100%	30	30	40

# Year 11 Mathematics Standard Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		Measurement and Energy Perimeter and Area	Income and Taxation Interest and Depreciation	All Units
Task Description		Investigation	Modelling	Final Examination
Outcomes		MS11-2, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1 – MS11-10
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9 – 10
Understanding, Fluency and Communication	50	15	15	20
Problem Solving, Reasoning and Justification	50	15	15	20
TOTAL	100%	30	30	40



# Year 11 Modern History Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		The Shaping of the Modern World	Historical Investigation	All Topics including Case Studies
Task Description		Source Analysis	Research and Essay	Final Examination
Outcomes		MH11-1, MH11-5, MH11-6, MH11-9	MH11-4, MH11-7, MH11-8, MH11-9	MH11-1, M11-2, MH11-3, MH11-5, MH11-6, MH11-9, MH11-10
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9 – 10
Knowledge and understanding	40	15		25
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5
Historical inquiry and research	20		15	5
Communication of historical understanding in appropriate forms	20	5	10	5
<b>TOTAL</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Year 11 Music 1 Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		Music for Large Ensembles	Music for Radio, TV and Multimedia	Jazz
Task Description		Composition and Musicology	Performance and Musicology	Performance and Aural
Outcomes		P1, P3, P4, P6	P3, P8	P1, P4, P5, P6
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9 – 10
Performance Core	25		10	15
Composition Core	25	25		
Musicology Core	25			25
Aural Core	25	5	20	
TOTAL	100%	30	30	40

# Year 11 Music 2

## Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		Music 1600 - 1900	Music 1600 - 1900	Australian Music
Task Description		Musicology - Essay Composition	Performance and Aural	Performance and Musicology
Outcomes		P3, P4, P5, P7	P1, P5, P7	P1, P2, P6
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9 – 10
Performance Core	25		15	10
Composition Core	25	25		
Musicology Core	25	10		15
Aural Core	25		15	10
<b>TOTAL</b>	<b>100%</b>	<b>35</b>	<b>30</b>	<b>35</b>

# Year 11 PDHPE Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		Better Health for Individuals	Body in Motion	All Topics
Task Description		Research	Case Study and Practical	Final Examination
Outcomes		P1, P2, P3, P4, P5, P6, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1-P12, P15-P17
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 9 – 10
Knowledge and understanding	40	10	15	15
Skills in critical thinking, research, analysis and communicating	60	20	20	20
TOTAL	100%	30	35	35

# Year 11 Physics Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		Kinematics Dynamics	Waves	All Modules
Task Description		Data Analysis Viva Voce	Depth Study	Final Examination
Outcomes		PH11-5 – PH11-7, PH11-8, PH11-9	PH11-1 – PH11-7, PH11-10	PH11-4 – PH11-11
Syllabus Requirements	Weighting % (syllabus)	Term 2 Week 2	Term 2 Week 8	Term 3 Weeks 9 – 10
Knowledge and understanding	40	10	10	20
Skills in Working Scientifically	60	15	25	20
TOTAL	100%	25	35	40

## Year 11 Society and Culture Assessment Program 2024

Year 11 Society and Culture Assessment Program 2024					
Subject Tasks		Task 1	Task 2	Task 3	
Topic		Social and Cultural World	Personal and Social Identity	All Topics	
Task Description		Report	Mini PIP	Final Examination	
Outcomes		P1, P2, P3, P4, P5, P8, P10	P1, P2, P3, P5, P8, P10	P1, P2, P3, P5, P6, P7, P10	
Syllabus Requirements	Weighting % (syllabus)	Term 1 Week 8	Term 2 Week 5	Term 3 Weeks 9 – 10	
Knowledge and understanding	50	15		35	
Application and evaluation of social and cultural research methods	30	10	20		
Communication of information and ideas and issues in appropriate forms	20	5	10	5	
<b>TOTAL</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>	

# Year 11 Textiles and Design Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		Design	Properties and Performance of Textiles	Australian Textile, Clothing, Footwear and Allied Industries
Task Description		Portfolio	Project	Final Examination
Outcomes		P2.1, P2.3, P3.2	P1.1, P1.2, P2.1, P2.2, P2.3, P3.2, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1
Syllabus Requirements	Weighting % (syllabus)	Term 2 Week 2	Term 3 Week 6	Term 3 Weeks 9 – 10
Knowledge and understanding	50	10	10	30
Skills in design, manufacture and management of textiles projects	50	20	30	
TOTAL	100%	30	40	30

# Year 11 Visual Arts Assessment Program 2024

Subject Tasks		Task 1	Task 2	Task 3
Topic		Still Life - Moving Fast	The Natural World	Art Belief The Natural World
Task Description		Object Exploration Frames Essay	Canvas Painting Form and Sculpture	Final Examination
Outcomes		P1, P4, P6, P9, P10	P2, P3, P5	P7, P8, P9, P10
Syllabus Requirements	Weighting % (syllabus)	Term 2 Week 2	Term 3 Week 7	Term 3 Weeks 9 – 10
Artmaking	50	20	30	
Art Criticism and Art History	50	15		35
TOTAL	100%	35	30	35



