



2025 Preliminary Assessment Booklet

Queanbeyan High School

2025-2026 HSC Cohort

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Eligibility requirements for the preliminary RoSA

Achieving the RoSA

The RoSA provides information on a student's performance throughout Stage 5 and Stage 6, up to a student's completion of HSC requirements.

From the end of Year 10, students can access their cumulative results and the courses they are enrolled in by downloading their eRecord in Students Online. The Student eRecord is an interim report, not a formal credential.

To be eligible for the RoSA, a student who leaves school at or after the completion of Year 10, but before completing the HSC, must have:

- a. attended a government school, an accredited non-government school, a school outside NSW recognised by NESA or a TAFE NSW institute, and
- b. participated in, and satisfactorily completed the mandatory curriculum requirements for Years 7–10, and
- c. complied with any other regulations or requirements mandated by the Minister or NESA.

To be enrolled in preliminary courses with NESA students must first complete *All My Own Work*. This is normally completed at the start of the year 11 course.

Life Skills Exemptions

All My Own Work

Students undertaking a pattern of study that comprises Stage 6 Life Skills courses only, are not required to complete AMOW.

Minimum Standards

Students undertaking Stage 6 Life Skills courses are eligible for an exemption from the HSC minimum standard under the following conditions:

- students studying Year 12 English Life Skills are exempt from demonstrating the literacy standard, and
- students studying Year 12 Mathematics Life Skills are exempt from demonstrating the numeracy standard, and
- students studying 4 or more Life Skills courses and not a Stage 6 Mathematics course are exempt from demonstrating the numeracy standard.

To be exempt, students must undertake Life Skills courses to the completion of Year 12.

Students who are eligible for an exemption may choose to attempt the minimum standard tests.

NESA's pattern of study

To be eligible for the award of the HSC credential, students must satisfactorily complete:

- a Preliminary pattern of study comprising at least 12 units, and
- an HSC pattern of study comprising at least 10 units.

To ensure students satisfy NESA's requirements, the pattern of study in both Preliminary and HSC must include:

- 2 units of a Board Developed course in English
- at least 4 more units of Board Developed courses
- at least 3 courses of 2 or more units (which may be either Board Developed or Board Endorsed), and
- at least 4 subjects.

Students may study a maximum of 6 units of Preliminary Science courses, and 7 units of HSC Science courses.

Course exclusions

Schools must ensure that students are not entered into a pattern of study where course exclusions apply.

Specific course exclusions are detailed in the course description with the [syllabus](#) for each course. Exclusions for VET are listed in the Framework syllabus and/or Stage 6 VET BEC course description.

Limitations on Life Skills courses

Each Life Skills course derived from the Creative Arts Life Skills Stage 6 syllabus; and Human Society and Its Environment Life Skills Stage 6 syllabus; and Technology Life Skills Stage 6 syllabus is considered a separate course for the purpose of a student's pattern of study for the award of the HSC.

Courses must not duplicate outcomes and content in other Life Skills courses.

Satisfactory completion of a preliminary course

The following course completion criteria refer to all courses. A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESAs; and
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

Students studying an HSC course must make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course.

Attendance

While NESAs do not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

VET Courses

In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

Students studying VET Industry Curriculum Framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.

Examination requirements

Where students are studying a course that includes a requisite examination, students must sit for and make a genuine attempt at the examination.

Completion

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totaling at least 12 units of Preliminary courses and 10 units of HSC courses that satisfy NESAs's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

Completion of school-based assessment tasks

NESA expects students to attempt all assessment tasks set.

For all Board Developed Courses (except Life Skills courses) NESA requires all students to follow an assessment program and have a grade submitted. There are different formal assessment requirements for VET courses.

The minimum requirement is that the student must make a genuine attempt at assessment tasks that contribute in excess of 50 percent of available marks in the course.

A student who does not comply with the assessment requirements and receives a non-completion determination in a course will not have a grade awarded for that course.

In the case of Extension courses, students who do not comply with the minimum assessment requirements for any co-requisite course will not receive a result in either course.

Non-completion of a preliminary course

If it appears that a student is at risk of not meeting the school-based assessment requirements in a course, a warning must be given.

N warning process

The school will:

- advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a non-completion ('N') determination
- advise the parent or guardian in writing if the student is under 18
- request from the student and/or parent/guardian a written acknowledgement of the warning
- issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements)

The principal may decide to issue an N determination in any course where over 50% of assessment has not been completed.

Review of N determinations

A student seeking a review of an 'N' determination must apply to the principal.

The principal will appoint a panel to review N determinations. The panel will consist of:

- 2 head teachers, not responsible for the course being N determined
- A deputy principal
- The year advisor

The following details should be examined by the panel where appropriate:

- the student's level of involvement in classwork
- the proportion of the course that was deemed unsatisfactory in warning letters (eg incomplete task was worth 30%)
- the proportion of assignments, homework, etc, completed in each course
- measures taken to improve the student's involvement and whether the student's application improved after warnings or counselling
- the existence of any personal or family problems that have affected the student's studies
- evidence of warning(s).

If the appeal is declined, the student may appeal to NESAs. NESAs' review will focus on whether the school review properly and correctly considered the matters before it. NESAs will advise students and principals of the outcome of any appeal.

Courses that were not satisfactorily completed will not be printed on the Record of School Achievement or the HSC Record of Achievement.

Principals may allow a student who has received a non-completion determination in a Preliminary course to proceed to the HSC course provisionally while concurrently satisfying any outstanding Preliminary course requirement.

A student who is given an 'N' determination in an additional course in Stage 5 and/or in a Stage 6 Preliminary course retains [eligibility](#) for the Record of School Achievement provided that all other requirements are met.

Malpractice

Malpractice is any attempt to gain an unfair advantage over other students.

Malpractice in any form including plagiarism, collusion, misrepresentation, and breach of assessment conditions is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will jeopardise a student's award and achievement of the [RoSA](#) or the [HSC](#).

Student conduct amounting to malpractice may range from unintentional failures to comply with assessment rules and procedures to deliberate attempts to gain an unfair advantage involving intentional wrongdoing.

Students who knowingly assist other students to engage in malpractice will be considered complicit in the malpractice.

Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESAs will report matters to the Independent Commission Against Corruption.

Misrepresentation

Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.

Misrepresentation can include but is not limited to:

- making up journal entries for a project, and/or
- submitting falsified or altered documents¹, and/or
- referencing incorrect or non-existent sources, and/or
- contriving false explanations to explain work not handed in by the due date.

Plagiarism

Plagiarism is when a student pretends to have written, created or developed work that has originated from another source.

When using work that has originated from another source, students must acknowledge the source material in accordance with course specific requirements.

Plagiarism includes but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own, and/or
- using material directly from books, journals, the internet, or any other offline/online resources, without appropriate acknowledgement of the authors and/or source, and/or
- building on the ideas or words of another person without appropriate acknowledgement, and/or
- using ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.

Collusion

Collusion is when a student inappropriately collaborates with another student, group of students, person, organisation, or entity to produce work that was meant for individual assessment.

Collusion includes but is not limited to:

- sharing answers to an assessment with other students, and/or
- submitting work that has been substantially contributed to by another person, such as a student, parent, coach or subject expert, and/or
- contract cheating by outsourcing work to a third party, and/or
- unauthorised use of artificial intelligence technologies.

Breach of assessment conditions

All students undertaking an HSC exam or HSC minimum standard test must comply with the assessment conditions set by NESA.

When assembling for, undertaking, and leaving the exam or test session, students are subject to the direction and supervision of the invigilator. At all other times, students must adhere to the rules prescribed by their school or alternate venue conducting the assessment.

A breach of assessment conditions includes any breach of:

- HSC exam rules and procedures, and
- HSC minimum standard test rules and procedures.

Managing malpractice

To support students to avoid engaging in malpractice the school will:

- provide advice to students on what constitutes malpractice and how to avoid it (All My Own Work)
- thoroughly brief all students in relation to the requirements, nature and expectations for completing each task, including assessment conditions and required materials for in-class tasks
- allocate class time to planning and drafting an initial response to the task, where possible

In addition, class teachers may use the following strategies:

- ask students to maintain a log book, process diary or journal to show how a response, project, or work was developed
- ask students to submit a draft of the task or section for monitoring at critical points in its development
- have students submit their original drafts in addition to their final work
- require students to reference their work

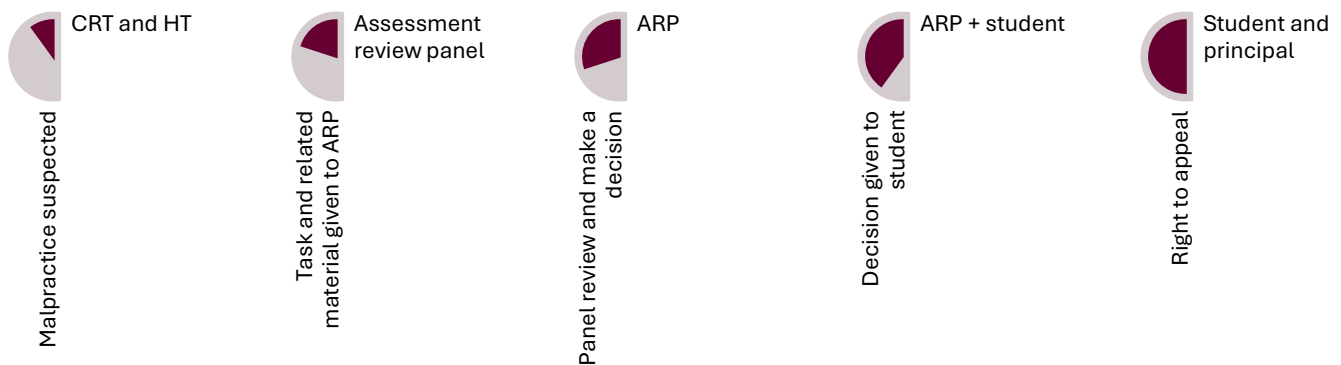
Responding to malpractice

Malpractice will be determined by an Assessment Review Panel (ARP). The panel will consist of the following:

- 2 head teachers from faculties outside of the task area
- A deputy principal

The ARP's decision will be based on:

1. The nature of the assessment task
2. The processes used in administering the task
3. Classroom teacher statement
4. Student statement
5. Any other relevant material



In cases where malpractice has been determined the student has the option to appeal this decision with the principal.

All proven cases of malpractice will result in a zero mark for the task.

Adjustments for school-based assessment tasks

Through collaborative curriculum planning, teachers must determine, and implement, reasonable adjustments for a student with disability for school-based assessment tasks. Adjustments are actions taken that enable a student with disability to access syllabus outcomes and content on the same basis as their peers.

Adjustments at a school level are not disability provisions for the HSC. Adjustments for school-based assessment tasks may be different to disability provisions approved for HSC exams.

Students seeking disability provisions for the HSC examinations are reminded that applications close at the end of term 1, 2026. The application process generally involves a number of supporting documents from teachers and health care professionals. Students are encouraged to start their application in year 11 by making an appointment with the Learning and Support faculty.

Illness and Misadventure

Absence from Assessment tasks

Students who are absent from any task are required to have a medical certificate (or approved misadventure) indicating their inability to complete the assessment task. All other absences are a zero mark.

Where a student is inconvenienced due to misadventure the school should be notified as early as possible to organise alternate arrangements.

Students are required to submit their illness/misadventure application to the head teacher of the faculty area on the day when they are next at school (do not wait until you have a lesson). Head teachers will present applications to the principal (or deputy principal if the principal is not available).

Substituting assessment tasks

If a student has an upheld illness/misadventure application, students must be provided with an opportunity to attempt the assessment task by either:

- receiving an extension of time to complete the original assessment task or
- completing a substitute assessment task.

In exceptional circumstances where a student cannot complete the assessment task, an estimate based on completed comparable assessment tasks may be given. The estimate must be generated using comparable outcomes, be approved by the principal and be in line with the school's policies and procedures for school-based assessment.

If a student does not complete a task by the due date or attend a scheduled assessment task, and has their illness/misadventure application declined, they will receive a zero mark for the assessment task.

Extensions

Students seeking an extension must apply in writing no less than 5 school days prior to the task being due using the Misadventure Form. Individual cases will be considered by the class teacher, head teacher and the principal before a final decision is made. It cannot be assumed that extensions are granted automatically.

Technological Failure

Computer/printer failure is not an automatic excuse for inability to complete tasks on the due date. It is the student's responsibility to back up any work in progress and keep a hard copy of the task.

Extensions will only be considered if students can provide proof of work completed and can outline the direction of their work to the teacher.

Administration of tasks

Notification of tasks

In addition to the schedule of dates for assessment tasks, students will receive formal notification for each task, including examination tasks. This notification will include:

- components and weightings, as per the assessment schedule, and
- syllabus outcomes assessed, and
- type of the assessment task, and
- scheduled date and time for attempting or submitting the task, and
- marking criteria (where appropriate)

For a formal assessment task with more than one part, the task notification must detail the requirements for each part, including that all parts are to be submitted and/or completed together.

Students absent from school when assessment information is given out

On the day of notification, the class teacher records absent students and has the assessment task register initialed by students. Teachers will put electronic copies of notifications into either their Google classroom or email them to students on the same day. Absent students will sign for their tasks on the next available day.

It is the obligation of the student to ask their teacher about missed work and/or check Google classroom and email.

The submission of tasks

Tasks are to be submitted to teacher by midnight on the due date. Student will initial the sign on sheet to record the submission of their task. This is required even if submission is done electronically.

Teacher absence on the day of a task

In the case of students submitting work, if a teacher is absent on the due date the head teacher or delegeete will collect the assessment task on the due date. If the head teacher is also absent they should notify the deputy principal who will collect the task.

If a teacher is absent on the day a written, oral or performance task is to be administered the head teacher will reschedule the task or provide an alternate supervisor, with all students being appropriately informed.

Students who hand in work late

Assessment tasks handed in late will receive zero (0). A principal approved misadventure form is the only exception to this rule. Students are still required to complete the assessment task to be eligible to gain the award of preliminary RoSA.

Invalid and Unreliable Tasks

In rare circumstances a task might not adequately discriminate between students (in such a case everyone gets the same, or a very similar, mark).

Sometimes a task might become invalid due to problems associated with its administration (such as significant disruptions).

An assessment task may be deemed to be invalid (or unreliable) if it:

- does not provide a reasonable spread of marks
- fails to discriminate between students of higher and lower ability
- can be demonstrated that all or part of the task was conducted in a manner that has prejudiced or disadvantaged one or more students
- is of a practical nature and produces data or results that are considered to be significantly different to those expected.

If a teacher suspects that a task may be invalid, they will raise the issue with their head teacher. The head teacher and a deputy principal will examine the data concerning the task and decide as to its validity.

Sufficient notice will be provided for any additional tasks and, if necessary, weightings will be adjusted accordingly.

Appeal processes

Appealing assessment task results

Assessment results should be returned to students within a reasonable time frame, normally within two weeks.

Results should include a grade as well as written feedback on where the student can improve. Students may appeal assessment tasks on two grounds – the processes used in the assessment, or the grade awarded for the assessment.

Processes

If you feel that any of the processes listed in this book were not followed by a teacher, you have the right to make an appeal.

Grade

If the grade and rank for a task is not what you expected, then you may approach the relevant teacher for a re-assessment within five (5) full school days after results have been received.

If illness has affected your performance during the task, you must inform the relevant head teacher immediately and complete an illness/ misadventure form. Illness/misadventure cannot be used as the basis for an appeal of results.

If you wish to appeal a result complete the Assessment Appeal form and submit it to the relevant head teacher within 2 days of receiving your results. The head teacher will take the appeal to the principal who will organise an Assessment Review Panel (ARP) to examine the appeal.

If the panel feels there is just cause for re-assessment, then it may take place. The results of any such re-assessment are final and will not be considered just cause for the re- assessment of other students.

Assessment Calendar Term 1 2025

Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
1A							
2B							
3A							
4B							
5A							
6B				Agriculture		HMS Visual Arts	
7A					Business Studies	Physics	
8B	Chemistry				Modern History		
9A			Maths standard Numeracy	Legal Studies	Biology		Maths extension 1
10B	Industrial technology - Metal	English – Advanced, EALD, Standard and Studies	Maths advanced	Industrial technology - Timber	Photography		English Extension 1

Assessment Calendar Term 2 2025

Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
1A							
2B							
3A	Design and technology						
4B							
5A			Maths standard	Agriculture	Photography		
6B							Maths extension 1
7A							
8B			Maths Advanced	Legal Studies		Physics	
9A			Numeracy		Business Studies Modern History		
10B		English – Advanced, EALD, Standard and Studies					English Extension 1

Assessment Calendar Term 3 2025

Week	Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Offline
1A	Chemistry						
2B						HMS	
3A					Biology		
4B							
5A	Industrial technology - Metal			Agriculture Industrial technology - Timber			
6B	Design and technology					Visual Arts	
7A			Numeracy		Photography		
8B							
9A	Chemistry Design and technology Industrial technology - Metal	English – Advanced and Standard	Maths – Advanced and Standard	Agriculture Legal Studies Industrial technology - Timber	Biology Business Studies Modern History	HMS Physics Visual Arts	Maths - extension 1 English Extension 1
10B		English –EALD and Studies					

Agriculture

	Task 1	Task 2	Task 3	
Task Weighting	30%	30%	40%	
Week Due	Term 1 Week 6	Term 2 Week 5	Term 3 Week 9	
Task Type	Farm Case Study	Nutrition Trial	Preliminary Examination	
Outcomes Assessed	P1.1 P1.2 P2.3 P3.1 P5.1	P2.2 P3.1 P4.1 P5.1	P1.1 P1.2 P2.1 P2.2 P2.3 P3.1 P4.1 P5.1	
	Component Breakdown			Weighting
Knowledge, understanding and skills required to manage agricultural production systems	10	10	20	40
Knowledge of, and skills in, decision making and the evaluation of technology and marketing	10	10	20	40
Skills in effective research, experimentation and communication	10	10		20
Total	30	30	40	100

Syllabus outcomes

P1.1 describes the complex, dynamic and interactive nature of agricultural production systems

P1.2 describes the factors that influence agricultural systems

P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems

P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems

P2.3 describes the farm as a basic unit of production

P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements

P4.1 applies the principles and procedures of experimental design and agricultural research

P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Biology

	Task 1	Task 2	Task 3	
Task Weighting	30%	40%	30%	
Week Due	Term 1 Week 9	Term 3 Week 3	Term 3 Week 9	
Task Type	Depth Study	Field Study	Preliminary Examination	
Outcomes Assessed	BIO 1 BIO 3 BIO 5 BIO 7 BIO 8	BIO 2 BIO 4 BIO 6 BIO 7 BIO 11	BIO 1 BIO 2 BIO 3 BIO 4 BIO 5 BIO 6 BIO 7 BIO 8 BIO 9 BIO 10 BIO 11	
	Component Breakdown			Weighting
Skills in working Scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
Total	30	40	30	100

Syllabus outcomes

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

Business Studies

	Task 1	Task 2	Task 3	
Task Weighting	30%	40%	30%	
Week Due	Term 1 Week 7	Term 2 Week 9	Term 3 Week 9	
Task Type	Nature of Business	Business Scenario Report and Presentation	Preliminary Exam	
Outcomes Assessed	P1, P2, P3, P7, P9	P2, P3, P4, P5, P6, P7, P8, P9	P1, P3, P4, P5, P6, P7, P8, P9, P10	
	Component Breakdown			Weighting
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills	0	5	5	20
Inquiry and research	15	10	0	20
Communication of business information, ideas and issues in appropriate forms	10	10	5	20
Total	30	40	30	100%

Syllabus outcomes

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

Chemistry

	Task 1	Task 2	Task 3	
Task Weighting	30%	40%	30%	
Week Due	Term 1 Week 8	Term 3 Week 1	Term 3 Week 9	
Task Type	2 nd Hand Investigation – On the Shoulders of Giants	Depth Study – Rates of Reactions	Preliminary Examination	
Outcomes Assessed	CH4, CH5, CH7, CH8	CH1, CH2, CH3, CH6, CH7, CH10	CH5, CH6, CH8, CH9, CH10, CH11	
	Component Breakdown			Weighting
Skills in working scientifically	20	30	10	60%
Knowledge and understanding	10	10	20	40%
Total	30%	40%	30%	100%
Total				

Syllabus outcomes

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

Design and Technology

	Task 1	Task 2	Task 3	
Weighting	40%	40%	20%	
Week Due	Term 2 Week 3	Term 3 Week 6	Term 3 Week 9	
Task Type	Portfolio & Product	Portfolio	Yearly Examination	
Outcomes Assessed	P3.1, P4.1, P4.2, P5.1	P1.1, P2.2, P6.2, P5.2, P5.3	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P5.3, P6.1	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and skills in designing, managing, producing and evaluating design projects	30%	30%	-	60%
Total	40%	40%	20%	100%

Syllabus Outcomes

- P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects
- P2.1 identifies design and production processes in domestic, community, industrial and commercial settings
- P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
- P3.1 investigates and experiments with techniques in creative and collaborative approaches in designing and producing
- P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities
- P4.2 uses resources effectively and safely in the development and production of design solutions
- P4.3 evaluates the processes and outcomes of designing and producing
- P5.1 uses a variety of management techniques and tools to develop design projects
- P5.2 communicates ideas and solutions using a range of techniques
- P5.3 uses a variety of research methods to inform the development and modification of design ideas
- P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects
- P6.2 evaluates and uses computer-based technologies in designing and producing

English Advanced

	Task 1 <i>Common Module: Read to Write</i>	Task 2 <i>Module A: Narratives that Shape our World</i>	Task 3 <i>Module B: Critical Study of Literature</i>	
Task Weighting	30%	30%	40%	
Week Due	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	
Task Type	Imaginative Response	Multimodal Presentation Task	Analytical Response - Examination	
Outcomes Assessed	EA11-2, EA11-3, EA115, EA11-9	EA11-2, EA11-3, EA11- 4, EA11-6, EA11-8,	EA11-1, EA11-2, EA11- 3, EA11-7	
	Component Breakdown			Weighting
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15%	15%	20%	50%
Total	30%	30%	40%	100%

Syllabus outcomes

EA11-1 Responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11-3 Analyses and uses language forms features and structures of texts considering appropriateness for specific purposes audiences and contexts and evaluates their effects on meaning

EA11-4 strategically uses knowledge skills and understanding of language concepts and literary devices in new and different contexts

EA11-5 Thinks imaginatively, creatively interpretively and critically to respond to evaluate and compose texts that synthesise complex information, ideas and arguments

EA11-6 Investigates and evaluates the relationships between texts

EA11-7 Evaluates the diverse ways texts can represent personal and public worlds and recognizes how they are valued

EA11-8 Explains and evaluates cultural assumptions and values in texts and their effects on meaning. **EA11-9** Reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner.

English EALD

	Task 1 <i>Module A: Language, texts and Contexts</i>	Task 2 <i>Module B: Close Study of Text</i>	Task 3 <i>Module C: Texts and Society</i>	
Task Weighting	30%	30%	40%	
Week Due	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	
Task Type	Multimodal Presentation	Viva-Voce	Writing Portfolio Task	
Outcomes Assessed	EAL11-1A, EAL11-1B, EAL11-6, EAL11-9	EAL11-3, EAL11-4, EAL11-7, EAL11-8	EAL11-1A, EAL11-2, EAL11-5, EAL11-8	
	Component Breakdown			Weighting
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	15%	15%	20%	50%
Total	30%	30%	40%	100%

Syllabus outcomes

EAL11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts

EAL11-2 uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL11-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning

EAL11-4 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts

EAL11-6 investigates and explains the relationships between texts

EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds **EAL11-8** identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning

EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

English Extension

	Task 1 <i>Texts, Culture & Value</i>	Task 2 <i>Independent Research Project</i>	Task 3 <i>Yearly Examination</i>	
Task Weighting	10%	30%	10%	
Week Due	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	
Task Type	Imaginative Composition	Multimodal Presentation Task	Analytical Response - Examination	
Outcomes Assessed	EE11-1, EE11-2	EE11-3, EE11-4, EE11-6	EE11-5	
	Component Breakdown			Weighting
Knowledge and understanding of course content	5%	15%	5%	25%
Skills in responding to texts and communication of ideas appropriate to audience, purpose, and context across all modes	5%	15%	5%	25%
Total	10%	30%	10%	50%

Syllabus outcomes

EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11-4 develops skills in research methodology to undertake effective independent investigation

EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

English Standard

	Task 1 <i>Common Module: Read to Write</i>	Task 2 <i>Module A: Contemporary Possibilities</i>	Task 3 <i>Module B: Close Study of Literature</i>	
Task Weighting	30%	30%	40%	
Week Due	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	
Task Type	Imaginative Response	Multimodal Presentation	Analytical Response - Exam	
Outcomes Assessed	EN11-3, EN11-5, EN11-6, EN11-9	EN11-1, EN11-3, EN11-5, EN11-8	EN11-1, EN11-2, EN11-3, EN-5, EN11-7	
	Component Breakdown			Weighting
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	20%	50%
Total	30%	30%	40%	100%

Syllabus outcomes

EN11-1 a student responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2 Uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.

EN11-3 Analyses and uses language forms and features and structures of texts considers appropriateness for purpose, audience and context and explains effects on meaning.

EN11-4 Applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts.

EN11-5 thinks imaginatively creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN11-6 Investigates and explains the relationships between texts

EN11-7 Understands and explains the diverse ways texts can represent personal and public worlds

EN11-8 Identifies and explains cultural assumptions in texts and their effects on meaning

EN11-9 Reflects on assesses and monitors own learning and develops individual collaborative processes to become an independent

English Studies

	Task 1 <i>Mandatory</i> <i>Module: Achieving</i> <i>Through English</i>	Task 2 <i>Module F:</i> <i>MiTunes and Text</i>	Task 3 <i>Module C: On the Road</i>	
Task Weighting	30%	30%	40%	
Week Due	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	
Task Type	Work Studies and Workplace Portfolio	Multimodal, Website design	Travel Itinerary and Risk Assessment Task	
Outcomes Assessed	ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	
	Component Breakdown			Weighting
Knowledge and understanding of course content	15%	15%	20%	50%
Skills in: Comprehending Texts Communicating ideas - Using language accurately, appropriately and effectively	15%	15%	20%	50%
Total	30%	30%	40%	100%

Syllabus outcomes

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

Health and Movement Science

	Task 1	Task 2	Task 3	
Task Weighting	30%	30%	40%	
Week Due	Term 1 Week 6	Term 3 Week 2	Term 3 Week 9	
Task Type	Collaborative Investigation	Depth Study	Yearly Exam	
Outcomes Assessed	HM-11-02, HM-11-05 HM-11-07, HM-11-10	HM-11-03, HM-11-04, HM-11-06, HM-11-10	All	
	Component Breakdown			Weighting
Knowledge and understanding	5%	10%	25%	40%
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	25%	20%	15%	60%
Total	30%	30%	40%	100%

Syllabus outcomes

HM-11-01 interprets meanings, measures and patterns of health experienced by Australians

HM-11-02 analyses methods and resources to improve and advocate for the health of young Australians

HM-11-03 analyses the systems of the body in relation to movement

HM-11-04 investigates movement skills and psychology to improve participation and performance

HM-11-05 Collaboration demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts

HM-11-06 Analysis analyses the relationships and implications of health and movement concepts

HM-11-07 Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes

HM-11-08 Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts

HM-11-09 Problem-solving: proposes and evaluates solutions to health and movement issues

HM-11-10 Research: analyses a range of sources to make conclusions about health and movement concepts

Industrial Technology (Timber & Metal)

	Task 1	Task 2	Task 3	
Weighting	30%	40%	30%	
Week Due	Term 1 Week 10	Term 3 Week 5	Term 3 Week 9	
Task Type	Industry Case Study	Preliminary Project	Year 11 Examination	
Outcomes Assessed	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P2.2, P3.1, P3.3, P4.1, P4.2	P1.1, P1.2, P2.1, P6.1, P7.1	
COMPONENT BREAKDOWN				Weighting
Knowledge and understanding of course content	25%		15%	40%
Knowledge and skills in the management, communication and production of projects	5%	40%	15%	60%
Total %	30%	40%	30%	100%

Syllabus Outcomes

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

Legal Studies

	Task 1	Task 2	Task 3	
Task Weighting	30%	40%	30%	
Week Due	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9	
Task Type	Article Study	Research Essay	Yearly Examination	
Outcomes Assessed	P1, P2, P4, P5	P3, P6, P7, P9	P1, P7, P8, P9, P10	
Component Breakdown				Weighting
Knowledge and Understanding of course content	15%	15%	10%	40%
Analysis and Evaluation		10%	10%	20%
Inquiry and Research	10%	10%		20%
Communication of legal information, ideas and issues in appropriate forms	5%	5%	10%	20%
Total	30%	40%	30%	100%

Syllabus outcomes

- P1** identifies and applies legal concepts and terminology
- P2** describes the key features of Australian and international law
- P3** describes the operation of domestic and international legal systems
- P4** discusses the effectiveness of the legal system in addressing issues
- P5** describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
- P6** explains the nature of the interrelationship between the legal system and society
- P7** evaluates the effectiveness of the law in achieving justice
- P8** locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9** communicates legal information using well-structured responses
- P10** accounts for differing perspectives and interpretations of legal information and issues

Mathematics Advanced

	Task 1	Task 2	Task 3	
Task Weighting	30%	30%	40%	
Week Due	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9	
Task Type	Topic Test	Investigation	Final Examination	
Outcomes Assessed	MA11-1, MA11-2, MA11-3	MA11-1, MA11-2, MA11-6, MA11-8, MA11-9	MA11-1 to MA11-9	
	Component Breakdown			Weighting
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total	30%	30%	40%	100%

Syllabus outcomes

- MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9** provides reasoning to support conclusions which are appropriate to the context

Mathematics Extension 1

	Task 1	Task 2	Task 3	Week
Task Weighting	30%	30%	40%	
Week Due	Term 1 Week 9	Term 2 Week 6	Term 3 Week 9	
Task Type	Investigation	Topic Test	Final Examination	
Outcomes Assessed	ME11-1, ME11-2 ME11-6, ME11-7	ME11-1, ME11-2 ME11-3	ME11-1 to ME11-7	
	Component Breakdown			Weighting
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total	30%	30%	40%	100%

Syllabus outcomes

- ME11-1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2** Manipulates algebraic expressions and graphical functions to solve problems
- ME11-3** Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4** Applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5** Uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6** Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7** Communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Mathematics Standard

	Task 1	Task 2	Task 3	
Task Weighting	30%	30%	40%	
Week Due	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	
Task Type	Topic Test	Investigation	Final Examination	
Outcomes Assessed	MS11-1, MS11-5	MS11-3, MS11-4, MS11-10	MS11-1 – MS11-10	
	Component Breakdown			Weighting
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total	30%	30%	40%	100%

Syllabus outcomes

- MS11-1** uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2** represents information in symbolic, graphical and tabular form
- MS11-3** solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4** performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5** models relevant financial situations using appropriate tools
- MS11-6** makes predictions about everyday situations based on simple mathematical models
- MS11-7** develops and carries out simple statistical processes to answer questions posed
- MS11-8** solves probability problems involving multistage events
- MS11-9** uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10** justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Modern History

	Task 1	Task 2	Task 3	
Task Weighting	35%	25%	40%	
Week Due	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9	
Task Type	Source Analysis task Investigating modern history: The nature of modern history and	Historical Investigation Student developed	Formal examination	
Outcomes Assessed	MH11-02, MH11-04, MH11-05, MH11-06	MH11-05, MH11-06, MH11-07, MH11-08	MH11-01, MH11-02, MH11-03, MH11-04	
	Component Breakdown			Weighting
Knowledge & Understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	10		10	20
Historical inquiry and research		20		20
Communication of historical understanding	5	5	10	20
Total	35	25	40	100

MH11-1 describes the nature of continuity and change in the modern world

MH11-2 proposes ideas about the varying causes and effects of events and developments

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 accounts for the different perspectives of individuals and groups

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 discusses and evaluates differing interpretations and representations of the past

MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

Numeracy

	Task 1	Task 2	Task 3	
Task Weighting	20%	40%	40%	
Week Due	Term 1 Week 9	Term 2 Week 9	Term 3 Week 7	
Task Type	Assignment Travel guide	Assignment Renovate and redecorate	Assignment Learning portfolio	
Outcomes Assessed	N6-1.3 N6-2.2 N6-2.3	N6-1.1 N6-1.2 N6-2.1 N6-2.2 N6-3.1	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-3.1	
	Component Breakdown			Weighting
Knowledge & Understanding of course content	10	20	20	50
Skills	10	20	20	50
Total	20	40	40	100

Syllabus Outcomes

N6-1.1

recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2

applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

N6-1.3

determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

N6-2.1

chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

N6-2.2

chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

N6-2.3

chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

N6-2.4

chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

N6-2.5

chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design

N6-2.6

chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations

N6-3.1

chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6-3.2

chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

Photography & Digital Imaging

	Task 1	Task 2	Task 3	
Task Weighting	30%	30%	40%	
Week Due	Term 1 Week 10	Term 2 Week 5	Term 3 Week 7	
Task Type	Exam and Portfolio	Practical Research	Major Work	
Outcomes Assessed	M3, M4, CH1, CH2	CH1, CH2, CH3, CH4, CH5.	M1, M2, M3, M4, M5, M6	
	Component Breakdown			Weighting
Photography Practice Making	20%	20%	30%	70%
Critical and Historical Studies	10%	10%	10%	30%
Total	30%	30%	40%	100%

Syllabus outcomes

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

Physics

	Task 1	Task 2	Task 3	
Task Weighting	30%	30%	40%	
Week Due	Term 1 Week 7	Term 2 Week 8	Term 3 Week 9	
Task Type	1 st Hand Investigation	Depth Study Musical Instrument	Yearly Exam	
Outcomes Assessed	PH11-2, PH11-3,PH11-4, PH11-8	PH11-1, PH11-5, PH11-6, PH11-7, PH11-9	PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11	
	Component Breakdown			Weighting
Skills in working Scientifically	20	20	20	60%
Knowledge and Understanding of course content	10	10	20	40%
Total	30%	30%	40%	100%

Syllabus outcomes

- PH11-1** develops and evaluates questions and hypotheses for scientific investigation
- PH11-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11-3** conducts investigations to collect valid and reliable primary and secondary data and information
- PH11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11-5** analyses and evaluates primary and secondary data and information
- PH11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8** describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration
- PH11-9** describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10** explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11** explains and quantitatively analyses electric fields, circuitry and magnetism

Visual Arts

	Task 1	Task 2	Task 3	
Task Weighting	30%	40%	30%	
Week Due	Term 1 Week 6	Term 3 Week 6	Term 3 Week 9	
Task Type	Research Task	Body of Work	Preliminary Examination	
Outcomes Assessed	P1, P2, P3, P4, P7, P8	P4, P5, P6	P7, P8, P9, P10	
	Component Breakdown			Weighting
Artmaking	10%	40%	-	50%
Art History and Criticism	20%	-	30%	50%
Total	30%	40%	30%	100%

Syllabus outcomes

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

Staff Directory

Issue	Staff member to see	Time frame
Need support to complete classwork	Class teacher	As soon as possible The quicker you let your teacher know you need support the sooner you will get it
Need support for assessment task	Class teacher	As soon as you receive the task Your teacher may be able to assist you OR they can organise an Activate or Elevate session for you
Apply for disability provisions for HSC exams	Head teacher - teaching and learning	Students are reminded the process for applications is long and involves seeing many people Applications should be started at the commencement of year 11
Request for an extension	Class teacher	A minimum of 5 days before the due date
Illness/misadventure form	Class teacher	As soon as you return to school
Appeal decision for illness/misadventure	Principal	Within 2 days of receiving notification that your misadventure has not been accepted
Appeal for task	Course head teacher	Within 2 days of receiving your results
Appeal decision for appeal of task	Principal	Within 2 days of receiving notification that your misadventure has not been accepted



Queanbeyan High School

Assessment Appeal Form (Years 10 to 12)

STEP ONE – student to complete

Name:	Year:
Course:	Teacher:
Task:	Date Due:

Reason for application:

- the marks awarded with reference to the published marking criteria or rubric.
- the administration of the task A - such as, inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension.
- the administration of the task B – such as interruption during a class test by another student or teacher
- whether the task conforms to the school’s assessment policy as described in this assessment handbook - such as failing to notify that a task is assessable or not including a notified task in the assessment marks.

Details:

Please outline the evidence that you have to support your appeal:

(Include on a separate piece of paper if you need more room)

Signature of student _____

Date _____

Signature of parent _____

Date _____

STEP TWO – Faculty HT to collect form and pass to principal who will have the Assessment Review Panel complete the process.

Assessment review panel decision:

<p><input type="radio"/> Supported</p> <p>Resolution Agreement: <i>(Tick outcome)</i></p> <p><input type="checkbox"/> Task to be remarked and new mark to be used as assessment result</p> <p><input type="checkbox"/> Set a substitute task</p> <p><input type="checkbox"/> Other:</p>	OR	<p><input type="radio"/> Not Supported</p> <p><input type="checkbox"/> Original assessment result to stand</p>
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Comments:

Signed: _____ (Head teacher) _____ (Head Teacher) _____ (Deputy Principal)

STEP THREE – APPEAL TO PRINCIPAL – Student to complete

A student may appeal the decision in Step 2. Attach reasons for the appeal to this form.

Principal's Decision	<input type="checkbox"/> Supported	<input type="checkbox"/> Not Supported
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Principal Signature: _____

Date: _____



Queanbeyan High School

Illness/ Misadventure Form (Years 10 to 12)

Confidential

Students are responsible for the completion of Page One of the Misadventure Form and to ensure that it is handed to the Faculty Head Teacher. It is the student’s responsibility to follow up on the outcome of this application.

- If applying for misadventure due to illness or misadventure on the day of an in-class task, this form must be completed and returned to the Faculty Head Teacher on the day when you are next at school
- If applying for misadventure for ongoing reasons which have affected your performance on an assessment task, this form should be submitted to your teacher 5 school days BEFORE the due date.

STEP ONE – student to complete

Name:	Year:
Course:	Teacher:
Task:	Date Due:

Reason for application:

- Illness
- Accident/ misadventure
- Procedure
- Special circumstance

Details:

Attach supporting documents such as medical certificates. The signature and endorsement of the Principal, DP or counsellor may be substituted for details in this part.

Medical Certificate from _____(doctor)

Attach a copy.

Signature of student _____

Date _____

Signature of parent _____

Date _____

STEP TWO – Faculty to complete

Class Teacher’s comment:

Head Teacher’s Decision:

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <td><input type="radio"/> Supported</td> </tr> <tr> <td>Resolution Agreement: <i>(Tick outcome)</i></td> </tr> <tr> <td><input type="radio"/> Extension of time without penalty</td> </tr> <tr> <td><input type="radio"/> Set a substitute task</td> </tr> <tr> <td><input type="radio"/> Give an estimate based on the evidence</td> </tr> <tr> <td><input type="radio"/> Modify requirements of current task</td> </tr> <tr> <td><input type="radio"/> Other: _____</td> </tr> <tr> <td>New Completion Date:</td> </tr> <tr> <td>_____</td> </tr> <tr> <td><i>(if applicable)</i></td> </tr> </table>	<input type="radio"/> Supported	Resolution Agreement: <i>(Tick outcome)</i>	<input type="radio"/> Extension of time without penalty	<input type="radio"/> Set a substitute task	<input type="radio"/> Give an estimate based on the evidence	<input type="radio"/> Modify requirements of current task	<input type="radio"/> Other: _____	New Completion Date:	_____	<i>(if applicable)</i>	OR	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr style="background-color: #cccccc;"> <td><input type="radio"/> Not Supported</td> </tr> <tr> <td><input type="radio"/> Issue N-warning letter (task not submitted),</td> </tr> <tr> <td><input type="radio"/> Send zero-mark letter (task submitted late),</td> </tr> <tr> <td><input type="radio"/> Original due date remains (extensions not supported)</td> </tr> <tr> <td><input type="radio"/> Other: _____</td> </tr> </table>	<input type="radio"/> Not Supported	<input type="radio"/> Issue N-warning letter (task not submitted),	<input type="radio"/> Send zero-mark letter (task submitted late),	<input type="radio"/> Original due date remains (extensions not supported)	<input type="radio"/> Other: _____
<input type="radio"/> Supported																	
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<i>(if applicable)</i>																	
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<input type="radio"/> Send zero-mark letter (task submitted late),																	
<input type="radio"/> Original due date remains (extensions not supported)																	
<input type="radio"/> Other: _____																	

Head Teacher Comments:

Signed: _____
(Student)
(Head Teacher)
(Principal)

Note: This misadventure form is to be filed in the relevant Monitoring Folder and a copy placed in the students file.

STEP THREE – APPEAL TO PRINCIPAL – Student to complete

A student may appeal the decision in Step 2. Attach reasons for the appeal to this form.

Principal’s Decision	<input type="radio"/> Supported	<input type="radio"/> Not Supported
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Principal Signature: _____

Date: _____