

Mosman High School



Year 11 Preliminary Assessment Guidelines 2025

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PRELIMINARY ASSESSMENT GUIDELINES

Introduction

To be awarded the Higher School Certificate (HSC), students must complete at least 12 units of Preliminary courses (usually in Year 11) and 10 units of HSC courses (usually in Year 12), including English. Most HSC courses are worth TWO units. The Preliminary course is considered a prerequisite for entry into the HSC course and is regarded as assumed knowledge.

The Preliminary course begins at the start of Term 1, 2025 and finishes at the end of Term 3, 2025. All coursework (classwork and assessments) must be completed to meet the requirements of each course.

School-based assessment is intended to provide an indication of a student's attainment which is based on:

1. a wide range of syllabus objectives.
2. measures and observations obtained throughout the course.

The assessments are intended to measure student's progress relative to syllabus outcomes.

Parents will receive two written reports detailing student performance in each selected course.

This booklet contains essential information for students studying Preliminary courses in Year 11, 2025. This booklet:

- provides a schedule of the tasks for each course.
- outlines the school's assessment policies and procedures.

Faculty Assessment Schedules

Each faculty in the school has decided its own assessment schedule for each subject in the faculty. It is important to read and understand the schedules for each of the subjects being studied in the Preliminary.

Each subject schedule includes:

- the number and type of assessment tasks
- the syllabus outcomes assessed in each assessment task
- the components and weightings allocated to each assessment task
- when each assessment task is to be attempted or submitted
- the marking criteria (where appropriate)

No task will be worth more than 40% of the total assessment mark.

NOTE: Students must complete Preliminary assessment tasks that contribute in excess of 50 percent of available marks in all courses to satisfactorily complete the Preliminary course.

Rules for Assessment

The following rules will apply for assessment tasks:

- 1) Preliminary Assessment will commence in Term 1, 2025.
- 2) At least **two weeks' notice** of the exact date on which a task will be sat or submitted will be given.
- 3) If a task has to be postponed, at least **three days' notice of the rescheduled date** will be provided.
- 4) **The maximum number of tasks** for a two unit course is three including the Yearly Examination.

PRELIMINARY ASSESSMENT GUIDELINES – Continued

- 5) A substitute task may only be granted following non-attendance or late submission if all the relevant conditions are met.
 - (a) Prior notification (unless impossible) of absence from the task (e.g. by telephone).
 - (b) Completed **“Application for Consideration”** (refer Attachment 3, p57-58). This must be completed in all instances of non-attendance including but not limited to illness, school business or any misadventure. (Note: All cases of school business must have prior approval from the Principal). Supporting evidence must be provided to explain the absence.
 - (c) A doctor’s certificate must be provided where illness (i.e. student is too unwell to attend/submit task) is involved. The school reserves the right to contact the doctor to verify the authenticity of the certificate. The doctor’s certificate must cover the day of the task and any subsequent absence up to the day of return to school.
 - (d) Documentation regarding non-illness (or misadventure) related absences. Refer to 5(b).
 - (e) **“Application for Consideration”** must be handed to the **Head Teacher** on the **first day of return to school**, who will forward the original to the Deputy Principal. Each case will be considered by the Head Teacher of the faculty concerned on its merits. The absence must be considered valid before a substitute task will be granted. Students may appeal the decision of the Head Teacher with the Principal. (Refer to Appeals Section in the Mosman High School Assessment Procedures).
- 6) **It is the responsibility of the student to contact the Head Teacher on the first day of return to school following a missed task** and request a substitute task. Failure to do so will result in zero marks. The student must be prepared to sit the task or submit the task at the agreed time.
- 7) **Truancy** will automatically result in **zero marks**. Also, failure to attend school lessons on the day of an assessment task may result in zero marks.
- 8) **Vacations** taken outside normal school holidays will **NOT be accepted as a valid reason** for absence from an assessment task and will automatically result in zero marks unless prior arrangements are made with the Principal. (This will occur in exceptional circumstances only.)
- 9) **Any breach of examination rules** in an assessment task may result in **zero marks**.
- 10) Late submission of tasks without a valid reason will result in **zero marks**.
- 11) An estimate rather than a substitute task will only be given in exceptional circumstances.
- 12) **Completed tasks for submission must be handed personally to the teacher who set the task/s** (or nominated member of staff) or submitted online as per Notification of Assessment instructions, at the time specified by the teacher which is no later than 3.20pm on the day the task is due. Failure to do so will result in **zero marks**.
- 13) If a task fails to discriminate among candidates, the Head Teacher may decide to reduce the weighting of the task/s and set an extra task. In extreme cases, an invalid task will be discarded completely. At least two weeks’ notice will be given for the alternative task.

NESA Requirements

The NSW Education Standards Authority (NESA) sets out the requirements for the award of the Higher School Certificate (HSC) within the Assessment Certification Examination (ACE) Manual. The specific sections of the manual can be found throughout this section and can be accessed online.

HSC: All My Own Work

This is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. Students who have completed the program will also know about penalties for cheating and how to avoid malpractice when preparing their work for

PRELIMINARY ASSESSMENT GUIDELINES – Continued

assessment. To be eligible for the HSC, students must complete HSC: All My Own Work before they submit any work for Preliminary or HSC courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

Minimum standard of literacy and numeracy

Students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the HSC. The HSC minimum standard is set at the Australian Core Skills Framework (ACSF) Level 3. Students in Years 10 to 12 may demonstrate the HSC minimum standard by achieving Level 3 or above in the NESA minimum standard online reading, writing and numeracy tests. Students who leave school and have not met HSC eligibility requirements will receive a RoSA, or a Transcript of Study. Students who subsequently (in the five-year accumulation period) become eligible for the HSC by demonstrating the HSC minimum standard will be issued with an HSC testamur and have their results re-issued on a Record of Achievement. School leavers in Years 10 to 12 may sit the NESA minimum standard online tests and use the test results to demonstrate their levels of reading, writing and numeracy to employers and/or further education and training providers.

Course completion criteria

The following course completion criteria refer to both Preliminary and HSC 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:

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

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue an N Determination and advise NESA. A minimum of two (2) written warnings will be provided to students to indicate their risk of an N Determination.

Failure to submit tasks

If a student fails to complete a task specified in the school-based assessment program and the school considers the student has a valid reason (e.g. illness), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task. In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Principal could authorise the use of an estimate based on other appropriate evidence. If there is no valid reason for failing to complete an assessment task, a zero mark must be recorded for that task. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

Malpractice

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- Misrepresentation: Misrepresentation is when a student misleads or deceives others by presenting untrue information through the fabrication, alteration, or omission of information.
- Plagiarism: Plagiarism is when a student pretends to have written, created or developed work that has originated from another source. In the case of suspected plagiarism or work completed by someone else or AI, students will be required to provide evidence that all unacknowledged work is entirely their own.
- 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.

Malpractice, including plagiarism, could lead to students receiving zero marks and jeopardise their Preliminary results.

Conduct During Assessment Tasks

Assessment tasks completed during class hours involve the normal rules applicable to formal external examinations. Refer to "Conduct during the Examination" below. If tasks which constitute more than half the value of the total assessments are not completed (without valid authorisation) the subject will be regarded as not having been studied satisfactorily. If this occurs, the subject will not be listed on the Record of School Achievement. Early warning in writing will be given to students and parents if such a situation appears to be developing.

PRELIMINARY EXAMINATIONS

Special Examination Provisions for Students with Disabilities

1. If a student has a disability, which would, in a normal examination situation, prevent him/her from:
 - a. reading and interpreting the examination questions; and/or
 - b. communicating knowledge or understanding to an examiner as effectively as a student without a disability, the school can approve disability provisions (adjustments).
2. Emergency provisions may be arranged if the student has an accident just before the exam.
3. The application for Disability Provisions should contain recent evidence of the disability and, in some cases, examples of the student's work. The parent/caregiver may need to organise required eligibility testing early in the year. A current diagnosis must also be provided.

Equipment for the Examination

1. Before the examination the student should clarify:
 - a. equipment that should be provided
 - b. items which will be provided by the exam supervisor
2. It is the student's responsibility to make sure this information is obtained
3. Examination supervisors will inspect any equipment brought into the examination room.
4. Equipment should bear only the original inscribed information. All materials must be in working order (this includes calculators). Students cannot appeal on the grounds that their examination equipment did not work correctly.
5. Calculators used must be models approved by the NSW Education Standards Authority (NESA). Well before the examination, the student's calculator should be verified with their teacher.
6. Equipment is not permitted to be borrowed during examinations.

Conduct During the Examination

1. Students must follow the day-to-day rules of the school when sitting for examinations. Failure to observe these rules may result in N Warning, or zero marks awarded for the assessment.
2. Students must follow the supervisor's instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.
3. Students must NOT:
 - a) eat in the examination room
 - b) speak to any person other than the supervisor during an examination
 - c) behave in a way likely to disturb the work of any other student or upset the conduct of the examination
 - d) attend an examination while under the influence of alcohol or illegal drugs
 - e) take a mobile phone or communications device into the room.
4. If a student does not follow these rules, or malpractice is identified in the examinations in any way, they will be reported to the Principal and may be removed from the examination room.
5. If a student does not make a serious attempt at an examination, they will not receive a mark for that task and may be deemed not to have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the HSC. Teachers will bring to the Principal's attention examination answers which contain frivolous or objectionable material. Answers not written in English, except where required or permitted by the question paper, may be classified as non-serious.

NSW RECORD OF SCHOOL ACHIEVEMENT (RoSA) – YEAR 11

The RoSA is a **cumulative credential** in that it allows students to accumulate their academic results until they leave school. The RoSA records all courses a student has completed, along with the grade awarded, in Stage 5 and any Stage 6 (Preliminary) courses in which the student has satisfactorily participated but not completed at the time of leaving school.

Student Achievement

In New South Wales, a standards-referenced approach is used to report student achievement.

Achievement standards have two important components that can be thought of in terms of **what** and **how well**; that is:

what students are expected to learn; and
how well they have achieved.

The NSW syllabuses state **what** students at each stage are expected to learn.

The **Common Grade Scale** for Preliminary courses describes **how well** students have achieved. It describes performance at each of five grade levels.

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

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

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

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

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

Determining Preliminary RoSA Grades

Mosman High School is responsible for awarding each student who completes a Stage 6 Preliminary course a grade to represent that student's achievement. The grade is reported on the student's RoSA.

The grade awarded to each student at the completion of a Stage 6 Preliminary course should indicate the student's overall achievement in relation to the Common Grade Scale for Preliminary courses. Assessment in a course should relate to the stated objectives and outcomes as described in the syllabus. Students will be given the opportunity to demonstrate their maximum level of achievement relative to the Common Grade Scale for Preliminary courses.

Teachers will make the final judgement of the grade deserved on the basis of available assessment information. Earlier performance in a course should be used only as a means of increasing the accuracy of the final assessment. The choice of a particular grade should be made on the basis that it provides the best overall description of the student's achievement of the Stage 6 Preliminary syllabus outcomes.

No specific allocation of marks is required for any syllabus objective or outcome.

Students with an identified disability may require adjustments to assessment activities to enable access to the task as well as equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E.

Record of School Achievement – Appeals against Grades for Stage 6 Courses

Students wishing to appeal against the grade(s) in any subject awarded to them by the school should submit a written appeal, together with evidence, to the Principal.

In order to be successful in such appeals, students would need to substantiate that the grade(s) awarded in the course(s) was inconsistent with the progressive reporting from the school. If the appeal is upheld, the Principal should send notification of the new grade(s) to the NSW Education Standards Authority (NESA).

Where possible, all reviews of the grade(s) awarded in any subject should be resolved within the school. However, provision has been made for subsequent appeals to NESA.

NESA will consider changing a grade only when:

- the school review process was inadequate for determining whether the procedures used by the school for determining the grade(s) conform with NESA advice and the school's policy regarding the grading of student achievement
- the conduct of the school review was improper in all respects.

Since the appeal is directed to the progressive reporting by the school, NESA will not revise individual tasks or test marks.

If the appeal is upheld, NESA will refer the matter back to the school for a further review.

"N" DETERMINATIONS

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

This should be read in conjunction with Mosman High School Assessment Procedures which can be found on the school website.

CREATIVE AND PERFORMING ARTS

DRAMA

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1. Term 1 – Week 7	30	Group performance Play-building	Topic 1 Improvisation Play-Building Acting	1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3
2. Term 2 – Week 7	40	Essay and Workshop Design Task – All based on <i>A Doll's House – Hendrick Ibsen</i>	Topic 2 Henrick Ibsen – <i>A Doll's House</i>	1.1, 1.2, 1.3, 1.4, 1.5, 3.1, 3.2, 3.3
3. Term 3 – Week 8/9	30	Yearly Examination: Two Essays based on Konstantin Stanislavski and Henrik Ibsen + Group Performance	Topic 3 Konstantin Stanislavski <i>An Actor's Work</i> Henrik Ibsen <i>A Doll's House</i>	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3
Total	100			

DRAMA – OBJECTIVES AND OUTCOMES

A student:

- 1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- 1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- 1.3 demonstrates performance skills appropriate to a variety of styles and media
- 1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- 1.5 understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- 1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- 1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- 1.8 recognises the value of individual contributions and artistic effectiveness
- 2.1 understands the dynamics of actor-audience relationship
- 2.2 understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
- 2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- 2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- 2.5 understands and demonstrates the commitment, collaboration and energy required for a production
- 2.6 appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- 3.1 critically appraises and evaluates, both orally and in writing, personal performances and the performance of others
- 3.2 understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- 3.3 analyses and synthesizes research and experiences of dramatic and theatrical styles, traditions and movements.

ENTERTAINMENT INDUSTRY

Student Competency Assessment
Schedule 2025

School Name: Mosman High

Course: Preliminary - Entertainment Industry

Assessment Tasks for Certificate III in Live Production and Technical Services CUA30420 Assessment Due		Cluster A	Cluster B	Cluster C	Cluster D	Yearly Examination
		White Card	Safe and Sound	Bump in the Light	Work in the Industry	
		Week: 3 Term: 1	Week: 7 Term: 1	Week: 7 Term: 2	Week: 8 Term: 3	Week: 8 & 9 Term:3
Code	Unit of Competency					HSC Examinable Units of Competency
CPCCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				
CUASOU331	Undertake live audio operations		X			
CUAWHS312	Apply work health and safety practices		X			
CUALGT311	Operate basic lighting			X		
CUASTA212	Assist with bump in and bump out of shows			X		
CUAIND311	Work effectively in the creative arts industry				X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Live Production and Services CUA30420 or a Statement of Attainment towards Certificate III in Live Production and Services CUA30420.

Schools may schedule examinations in preparation for the HSC exam.
These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent". A course mark is allocated based on examination

MUSIC 1

Assessments 2025

Task number Date	Weighting %	Task Description	Component	Outcomes assessed
1. Term 1 – Week 7	25	Students will complete a short listening examination. Students perform a piece of their choice that reflects the topic of Australian Music	Australian Music	P1, P4, P6, P11
2. Term 2 - Week 7	35	Complete Viva Voce using the concepts of music based on the piece you have chosen for your performance. Students will complete a performance of a song from a film.	Film Music	P2, P5, P9
3. Term 3 - Week 8-9	40	Students complete Yearly Exam (HSC Style 1 hour). Students submit a composition using influences from music of another culture. Students will submit a composition log book, score and recording. (Week 7-9)	Music of a Culture	P3, P7, P8, P10
Total	100			

Outcomes	Weighting %	Task 1 %	Task 2 %	Task 3 %
Performance	25	15	10	
Composition	25			25
Musicology	25		25	
Aural	25	10		15
Total	100	25	35	40

MUSIC 1 – OBJECTIVES AND OUTCOMES

Student:

Objective: To continue to develop musical knowledge and skills, an understanding of music in social, cultural and historical contexts, and music as an art form through activities of performance, composition, musicology and aural.

- P1 confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
- P2 demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
- P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
- P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations

Objective: to develop the ability to synthesise ideas and evaluate music critically

- P6 discusses and evaluates music making constructive suggestions about performances and compositions
- P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics

Objective: to develop an awareness and understanding of the impact of technology on music

P8 understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied

Objective: to develop personal values about music

P9 identifies, recognises, experiments with, and discusses the use of technology in music

P10 performs as a means of self-expression and communication

P11 demonstrates a willingness to participate in performance, composition, musicology and aural activities

P12 demonstrates a willingness to accept and use constructive criticism

MUSIC 2

Assessments 2025

Task number Date	Weighting %	Task Description	Component	Outcomes assessed
1. Term 1 – Week 7	30	<u>Mandatory Topic: Music 1600 - 1900</u> Performance and journal	Music 1600 - 1900	P1, P6, P10
2. Term 2 - Week 7	30	<u>Composition: Music 1600 - 1900.</u> Composition and portfolio	Composition	P3, P4, P5
3. Term 3 - Week 8/9	40	<u>Additional Topic:</u> Aural and Musicology Skills Examination	Aural and Musicology skills Preliminary Yearly Examination	P2, P7, P8, P9
Total	100			

Outcomes	Weighting %	Task 1 %	Task 2 %	Task 3 %
Performance	25	25		
Composition	25		25	
Musicology	25	5		20
Aural	25		5	20
Total	100	30	30	40

MUSIC 2 – OBJECTIVES AND OUTCOMES

Student:

Objective: To continue to develop musical knowledge and skills, an understanding of music in social, cultural and historical contexts, and music as an art form through activities of performance, composition, musicology and aural.

- P1 confidently performs repertoire that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble
- P2 demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics
- P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles
- P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts
- P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations

Objective: to develop the ability to synthesise ideas and evaluate music critically

- P6 discusses and evaluates music making constructive suggestions about performances and compositions
- P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics

Objective: to develop an awareness and understanding of the impact of technology on music

- P8 understands the capabilities of performing media, explores and uses current technologies as studied

Objective: to develop personal values about music

- P9 identifies, recognises, experiments with, and discusses the use of technology in music
- P10 performs as a means of self-expression and communication
- P11 demonstrates a willingness to participate in performance, composition, musicology and aural activities
- P12 demonstrates a willingness to accept and use constructive criticism

ENGLISH

ENGLISH ADVANCED

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1. Term 1 - Week 7	30	Common Module Multimodal Task	Representation	EA11-1,2,4
2. Term 2 - Week 7	30	Module A: Sustained Critical	Writing	EA11-5,6,8
3. Term 3 - Week 8/9	40	Yearly Examination Short Answer, Creative and Critical	Reading Writing	EA11-3,7,9
Total	100			

ENGLISH ADVANCED – OBJECTIVES AND OUTCOMES

A student:

- 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 recognises 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 EAL/D

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed
1. <u>Term 1 - Week 7</u> Module A – Language, Texts and Contexts	30	Speech (including listening, speaking & writing)	EAL 11-1A, EAL 11-1B, EAL 11-2, EAL 11-4, EAL 11-9
2. <u>Term 2 – Week 7</u> Module B – Close Study of a Text	30	Point of View Writing Task	EAL11-1B, EAL11-3, EAL11-4, EAL11-5, EAL11-7
3. <u>Term 3 – Week 8/9</u> Modules A, B and C	40	Yearly Examination	EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8
Total	100		

ENGLISH EAL/D – OBJECTIVES AND OUTCOMES

A student:

- EAL 11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EAL 11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts
- EAL 11-2 uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
- EAL 11-3 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
- EAL 11-4 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
- EAL 11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
- EAL 11-6 investigates and explains the relationships between texts
- EAL 11-7 understands and assesses the diverse ways texts can represent personal and public worlds
- EAL 11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
- EAL 11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner.

ENGLISH EXTENSION 1

Assessments 2025

Task number Date	Weighting (Marks)	Task Description	Component	Outcomes assessed
1. Term 1 – Week 7	15	Perfect Worlds Sustained Critical	Writing	EE11-1,3,5
2. Term 2 – Week 7	15	Multimodal	Representation	EE11-2,4,6
3. Term 3 – Week 8/9	20	Yearly Examination	Reading, Writing	EE11-1,3,5
Total	50			

Note: As this is a one unit subject marks on reports will be out of 50.

ENGLISH EXTENSION 1 – OBJECTIVES AND OUTCOMES

A student:

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

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1. Term 1 - Week 7	30	Common Module Multimodal Task	Representation	N11-1,2,4
2. Term 2 - Week 7	30	Module A Sustained Critical	Writing	EN11-5,6,8
3. Term 3 - Week 8/9	40	Yearly Examination Short Answer, Creative and Critical	Reading Writing	EN11-3,7,9
Total	100			

ENGLISH STANDARD – OBJECTIVES AND OUTCOMES

A student:

- EN11-1 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
- EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effect 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 and collaborative processes to become an independent learner

PHILOSOPHY

Assessments 2025

Task number Date	Weighting/Marks	Task description	Outcomes assessed
1. Term 1 – Week 7	20	Communities of Enquiry	KS 1.1 – KS 4.3
2. Term 2 – Week 7	20	Extended Essay: Personal Interest Project	KS 1.1 – KS 4.3
3. Term 3 – Week 8-9	10	Yearly Examination	KS 1.1 – KS 5.3
Total	50		

Note: the subject is reported out of 50 marks

PHILOSOPHY – OBJECTIVES AND OUTCOMES

A student:

KS 1.1 constructs logically valid arguments

KS 1.2 differentiates between logic, rhetoric and fallacies

KS 1.3 asks creative questions which consider issues from multiple perspectives

KS 2.1 understands how knowledge is acquired, justified and applied in a variety of fields

KS 2.2 presents knowledge with justification

KS 2.3 critically examines the validity of knowledge from multiple philosophical and scientific perspectives

KS 3.1 develops an understanding of models of ethical decision-making

KS 3.2 applies ethics to evaluate a range of decisions and consequences

KS 4.1 differentiates between appearance and reality

KS 4.2 understands the complexity of the human condition

KS 4.3 demonstrates understanding of a variety of philosophical theories when discussing metaphysical problems

KS 5.1 communicates ideas effectively, using a range of modes, media and technologies

KS 5.2 conducts independent research using a variety of research tools

KS 5.3 synthesises information from multiple sources.

HSIE

BUSINESS STUDIES

Assessments 2025

Task number Date	Weighting %	Task Description	Component(s)	Outcomes assessed
1. Term 1 - Week 7	30	Report with Oral Component	Nature of Business Business Management (through "Management Approaches")	P1, P2, P3, P7
2. Term 2 - Week 7	30	Business Report (In-class)	Business Management (balance of topic)	P4, P5, P8, P9
3. Term 3 – Week 8-9	40	Yearly Examination	All	P1, P2, P3, P4, P5, P6, P8, P9, P10
Total	100			

BUSINESS STUDIES – OUTCOMES

A student:

- 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.

ECONOMICS

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1. Term 1 – Week 7	30	Research Task with oral component	Introduction to Economics: Comparing Economies	P1, P2, P4, P9
2. Term 2 – Week 7	30	Research – In-Class Response	Labour Markets	P3, P5, P6, P7, P10
3. Term 3 – Week 8-9	40	Yearly Examination	All	P1, P2, P3, P5, P6, P7, P8, P9, P11
Total	100			

ECONOMICS – OUTCOMES

A student:

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

GEOGRAPHY

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1.Term 1 - Week 7	30	Research and In-class Response	Human environment interactions	GE 11.01, 11.03, 11.09
2.Term 2 – Week 7	30	Geographical investigation	Earth's natural systems	GE 11.05, 11.06, 11.07, 11.09
3.Term 3 – Week 8-9	40	Yearly Examination	All	GE 11.01, 11.02, 11.03, 11.04, 11.05, 11.08, 11.09, 11.10
Total	100			

GEOGRAPHY – OBJECTIVES AND OUTCOMES

A student:

- GE 11.01 examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
- GE 11.02 explains geographical processes and influences, at a range of scales, that form and transform places and environments
- GE 11.03 explains geographical opportunities and challenges, and varying perspectives and responses
- GE 11.04 assesses responses and management strategies, at a range of scales, for sustainability
- GE 11.05 analyses and synthesizes relevant geographical information from a variety of sources
- GE 11.06 identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE 11.07 applies geographical inquiry skills and tools, including spatial technologies, fieldwork and ethical practices, to investigate places and environments
- GE 11.08 applies mathematical ideas and techniques to analyse geographical data
- GE 11.09 communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

HISTORY ANCIENT

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1. Term 1 - Week 7	30	Source Portfolio	Treatment and Display of Human Remains	AH11-1 AH11-3 AH11-6 AH11-10
2. Term 2 – Week 7	30	Historical Investigation Project Proposal, Progress Mark, Annotated Bibliography (15%) Essay (15%)	Palmyra and the Silk Road	AH11-2, AH11-4 AH11-7 AH11-8 AH11-9 AH11-10
3. Term 3 - Week 8-9	40	Yearly Examination	Tutankhamun's Tomb Ancient Societies: Slavery in Greece and Rome	AH11-3 AH11-5 AH11-6 AH11-9
Total	100			

HISTORY ANCIENT – OBJECTIVES AND OUTCOMES

A student:

AH11-1 describes the nature of continuity and change in the ancient world

AH11-2 proposes ideas about the varying causes and effects of events and developments

AH11-3 analyses the role of historical features, individuals and groups in shaping the past

AH11-4 accounts for the different perspectives of individuals and groups

AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world

AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH11-7 discusses and evaluates differing interpretations and representations of the past

AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

HISTORY MODERN

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1. Term 1 - Week 7	30	Source Analysis	Case Study – The Meiji Restoration	MH11-4 MH11-7 MH11-10
2. Term 2 - Week 7	30	Research Project	Historical Investigation (15%) Case Study – The Trans-Atlantic Slave Trade (15%)	MH11-2 MH11-4, MH11-7 MH11-8 MH11-9 MH11-10
3. Term 3 - Week 8/9	40	Yearly Examination	Case Study –The Meiji Restoration Case Study – The Trans-Atlantic Slave Trade Case Study – The Shaping of the Modern World: WW1	MH11-3 MH11-5 MH11-6 MH11-9
Total	100			

HISTORY MODERN – OBJECTIVES AND OUTCOMES

A student:

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

LEGAL STUDIES

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1. Term 1-Week 7	30	Topic Test (in class)	The Legal System	P1, P2, P3, P6
2. Term 2-Week 7	30	Extended response based on Individual Research (In-class task)	The Individual and the Law	P4, P7, P8, P9, P10
3. Term 3-Week 8/ 9	40	Yearly Examination	All	P1, P2, P3, P4, P5, P6, P7, P9, P10
Total	100			

LEGAL STUDIES – OUTCOMES

A student:

- 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.

SOCIETY AND CULTURE

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1.Term 1 - Week 7	30	Digital Oral Presentation Based on Research	Social & Cultural World	P1, P7, P8, P9
2.Term 2 - Week 7	30	Content analysis and Essay	Personal & Social Identity	P2, P3, P7, P8, P10
3.Term 3 - Week 8-9	40	Yearly Examination	All	P1, P2, P3, P4, P5, P6, P9, P10
Total	100			

SOCIETY AND CULTURE – OUTCOMES

A student:

- P1 Identifies and applies social and cultural concepts
- P2 Describes personal, social and cultural identity
- P3 Identifies and describes relationships and interactions within and between social and cultural groups
- P4 Identifies the features of social and cultural literacy and how it develops
- P5 Explains continuity and change and their implications for societies and cultures
- P6 Differentiates between social and cultural research methods
- P7 Selects, organizes and considers information from a variety of sources for usefulness, validity and bias
- P8 Plans and conducts ethical social and cultural research
- P9 Uses appropriate course language and concepts suitable for different audiences and contexts
- P10 Communicates information, ideas and issues using appropriate written, oral and graphic forms

LANGUAGES

CHINESE CONTINUERS

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes
1. Term 1 - Week 7	30	Conversation/Interview/ Monologue and Response to Written Text	Speaking Reading	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3
2. Term 2 - Week 7	30	Response to Spoken Text and Writing Task	Listening Writing	2.1, 2.2, 2.3, 3.4, 3.5, 3.6
3. Term 3 - Week 8-9	40	Yearly Examination	Listening Reading Speaking Writing	1.3, 1.4, 2.2, 3.6, 4.1, 4.2, 4.3
Total	100			

CHINESE CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and audience
- 2.3 structures and sequence ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main idea
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers point of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture.

CHINESE AND LITERATURE

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1. Term 1- Week 7	30	Spoken Exchange Reading & Responding	Speaking Reading	1.1, 1.2, 1.3, 3.1, 3.2, 3.4
2. Term 2 - Week 7	30	Listening & Responding Reading & Responding	Listening Writing	2.1, 2.2, 2.3, 2.4, 3.5, 3.6, 3.7
3. Term 3 - Week 8-9	40	Yearly Examination	Listening & Responding Reading & Responding Writing	2.1, 2.2, 2.3, 2.4,3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3
Total	100			

CHINESE AND LITERATURE – OBJECTIVES AND OUTCOMES

A student:

- 1.1 conveys information, opinions and ideas appropriate to context, purpose and audience
- 1.2 exchanges and justifies opinions and ideas
- 1.3 uses appropriate features of language in a variety of contexts
- 2.1 sequences and structures information and ideas
- 2.2 uses a variety of features to convey meaning
- 2.3 produces texts appropriate to context, purpose and audience
- 2.4 produces texts which are persuasive, creative and discursive
- 3.1 identifies main points and detailed items of specific information
- 3.2 summarises and interprets information and ideas
- 3.3 infers points of view, values, attitudes and emotions from features of language in texts
- 3.4 compares and contrasts aspects of texts
- 3.5 presents information in a different form and/or for a different audience
- 3.6 explains the influence of context in conveying meaning
- 3.7 recognises, analyses and evaluates the effectiveness of a variety of features in texts
- 3.8 responds to texts personally and critically
- 4.1 examines and discusses socio cultural elements in texts
- 4.2 recognises and employs language appropriate to different sociocultural contexts
- 4.3 compares and contrasts Australian and Chinese communities.

FRENCH BEGINNERS

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1.Term 1 - Week 7	30	Conversation/ Interview/ Monologue and Response to Written Text	Speaking Reading	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6,3.1, 3.2, 3.3, 3.4
2.Term 2 - Week 7	30	Response to a Spoken Text and Writing Task	Listening Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
3.Term 3 – Week 8-9	40	Yearly Examination	Listening Reading Speaking Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
Total	100			

FRENCH BEGINNERS – OBJECTIVES AND OUTCOMES

A student:

- 1.1 establishes and maintains communication in French
- 1.2 manipulates linguistic structures to express ideas effectively in French
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of French-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of an identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of French-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structure to convey information and express original ideas in French
- 3.4 applies knowledge of the culture of French-speaking communities to the production of texts.

FRENCH CONTINUERS

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1.Term 1 - Week 7	30	Conversation/Interview/ Monologue and Response to Written Text	Speaking Reading	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
2.Term 2 - Week 7	30	Response to Spoken Text and Writing Task	Listening Writing	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
3.Term 3 - Week 8-9	40	Yearly Examination	Listening Reading Speaking Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
Total	100			

FRENCH CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinion and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text; *
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture.

* *Written or spoken text created by students incorporating their own ideas*

ITALIAN BEGINNERS

Assessments 2025

Term	Weighting %	Task Description	Component	Outcomes assessed
1.Term 1 - Week 7	30	Conversation/Interview/ Monologue and Response to Written Text	Speaking Reading	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4
2.Term 2 - Week 7	30	Response to a Spoken Text and Writing Task	Listening Writing	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4
3.Term 3 –Week 8-9	40	Yearly Examination	Listening Reading Speaking Writing	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4
Total	100			

ITALIAN BEGINNERS – OBJECTIVES AND OUTCOMES

A student:

- 1.1 establishes and maintains communication in Italian
- 1.2 manipulates linguistic structures to express ideas effectively in Italian
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Italian-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Italian-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structure to convey information and express original ideas in Italian
- 3.4 applies knowledge of the culture of Italian-speaking communities to the production of texts.

ITALIAN CONTINUERS

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1.Term 1 – Week 7	30	Conversation/Interview/ Monologue and Response to Written Text	Speaking Reading	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
2.Term 2 – Week 7	30	Response to Spoken Text and Writing Task	Listening Writing	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
3.Term 3 - Week 8-9	40	Yearly Examination	Listening Reading Speaking Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
Total	100			

ITALIAN CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinion and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text; *
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture.

**Written or spoken text created by students incorporating their own ideas*

JAPANESE BEGINNERS

Assessments 2025

Term	Weighting %	Task Description	Component	Outcomes assessed
1.Term 1 - Week 7	30	Conversation/Interview/ Monologue and Response to Written Text	Speaking Reading	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
2.Term 2 - Week 7	30	Response to a Spoken Text and Writing Task	Listening Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
3.Term 3 –Week 8-9	40	Yearly Examination	Listening Reading Speaking Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
Total	100			

JAPANESE BEGINNERS – OBJECTIVES AND OUTCOMES

A student:

- 1.5 establishes and maintains communication in Japanese
- 1.6 manipulates linguistic structures to express ideas effectively in Japanese
- 1.7 sequences ideas and information
- 1.8 applies knowledge of the culture of Japanese-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Japanese-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structure to convey information and express original ideas in Japanese
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

JAPANESE CONTINUERS

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1.Term 1 - Week 7	30	Conversation/Interview/ Monologue and Response to Written Text	Speaking Reading	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
2.Term 2 – Week 7	30	Response to Spoken Text and Writing Task	Listening Writing	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
3.Term 3 - Week 8-9	40	Yearly Examination	Listening Reading Speaking Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
Total	100			

JAPANESE CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinion and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text; *
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture.

**Written or spoken text created by students incorporating their own ideas*

SPANISH BEGINNERS

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1.Term 1 - Week 7	30	Conversation/Interview/ Monologue and Response to Written Text	Speaking Reading	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
2.Term 2 - Week 7	30	Response to a Spoken Text and Writing Task	Listening Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
3.Term 3 –Week 8-9	40	Yearly Examination	Listening Reading Speaking Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4
Total	100			

SPANISH BEGINNERS – OBJECTIVES AND OUTCOMES – Adjustments to online tasks

A student:

- 1.1 establishes and maintains communication in Spanish
- 1.2 manipulates linguistic structures to express ideas effectively in Spanish
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Spanish-speaking communities to interact appropriately
- 2.1 understands and interprets information in texts using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Spanish -speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structure to convey information and express original ideas in Spanish

SPANISH CONTINUERS

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1.Term 1 - Week 7	30	Conversation/Interview/ Monologue and Response to Written Text	Speaking Reading	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
2.Term 2 – Week 7	30	Response to Spoken Text and Writing task	Listening Writing	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6
3.Term 3 - Week 8-9	40	Yearly Examination	Listening Reading Speaking Writing	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3
Total	100			

SPANISH CONTINUERS – OBJECTIVES AND OUTCOMES

A student:

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinion and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to create original text; *
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social contexts
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture.

**Written or spoken text created by students incorporating their own ideas*

MATHEMATICS

Introduction

OVERALL SUMMARY OF COURSE ASSESSMENT POLICY

The purpose of assessment is to gather valid, reliable and useful information about student learning in order to monitor student achievement, guide teaching and learning opportunities, and to provide ongoing feedback to students to improve learning.

In addition to the formal assessments outlined below, math students will be provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process. Teachers will use a range of assessment strategies, both formal and informal, to plan for, and to gather evidence of student learning. Examples include diagnostic tests, topic tests, mini quizzes, assignments etc.

The components and weightings for all Year 11 Mathematics courses are as follows:

Component	Weighting %
Understanding, Fluency and Communication	50
Problem Solving, Reasoning and Justification	50
Total	100

UNDERSTANDING:

Make connections between experiences and related concepts, and progressively expand and develop ideas

FLUENCY:

Recall factual knowledge and concepts, and select and apply appropriate procedures flexibly, accurately and efficiently

COMMUNICATION:

Describe, represent, formulate, express and explain mathematical situations, concepts, methods and solutions to problems using a variety of presentations utilising appropriate language, notation and diagrams

PROBLEM SOLVING:

Interpret, formulate, investigate, model and solve problems, using mathematics in simple and complex, familiar and unfamiliar situations

REASONING:

Analyse, evaluate, explain, infer, generalise, deduce and reach conclusions

JUSTIFICATION:

Justify strategies and strategic thinking used, conclusions reached and explain the reasonableness of findings, proving results where appropriate.

MATHEMATICS ADVANCED

Assessments 2025

Task Number Date	Weighting %	Task description	Component	Outcomes assessed
1.Term 1 – Week 7	30	Written Test	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	MA11-1, MA11-2, MA11-9
2.Term 2 – Week 7	30	Written Test	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	MA11-1, MA11-2, MA11-3, MA11-4, MA11-8, MA11-9
3.Term 3 – Week 8-9	40	Yearly Examination	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	All Outcomes
Total	100			

The assessment mark for Mathematics Advanced will be out of 100.

MATHEMATICS ADVANCED – OBJECTIVES AND OUTCOMES

The student:

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 **MA11-2**

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

For more detailed information on the Stage 6 content and outcomes refer to the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-advanced-2017>

MATHEMATICS - EXTENSION 1

Assessments 2025

Task Number Date	Weighting/ Marks	Task description	Component	Outcomes assessed
1.Term 1 – Week 7	15	Written Test	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	ME11-1, ME11-2, ME11-5, ME11-6, ME11-7
2.Term 2 – Week 7	15	Written Test	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	ME11-1, ME11-2, ME11-3, ME11-7
3.Term 3 – Week 8-9	20	Yearly Examination	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	All outcomes
Total	50			

The assessment mark for Mathematics Extension 1 will be out of 50.

MATHEMATICS EXTENSION 1 – OBJECTIVES AND OUTCOMES

The student:

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 **ME11-7**

For more detailed information on the Stage 6 content and outcomes refer to the NESA website:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-mathematics/mathematics-extension-1-2017>

MATHEMATICS STANDARD

Assessments 2025

Task Number Date	Weighting %	Task description	Component	Outcomes assessed
1.Term 1 – Week 7	30	Written Test	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-10
2.Term 2 – Week 7	30	Written Test	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	MS11-2, MS11-3, MS11-4, MS11-8, MS11-9, MS11-10
3.Term 3 – Week 8-9	40	Yearly Examination	Understanding, Fluency and Communication Problem Solving, Reasoning and Justification	All outcomes
Total	100			

The assessment mark for Mathematics Standard will be out of 100.

MATHEMATICS STANDARD – OBJECTIVES AND OUTCOMES

The student

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

For more detailed information on the Stage 6 content and outcomes refer to the NESA website:

<http://syllabus.nesa.nsw.edu.au/mathematics-standard-stage6>

PDHPE

DANCE

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1. Term 1 – Week 7	10	Research Task	Appreciation	1.4, 4.1, 4.3, 4.5
2. Term 2 - Week 7	20 20	Work in Progress Tasks	Core Performance Core Composition	Perf: 1.3, 2.1, 2.2, 2.3, 2.5, 2.6 Comp: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2
3. Term 3 - Week 8-9	20 20 10	Yearly Examination	Core Performance Core Composition Appreciation	Perf: 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, Comp: 3.2, 3.3, 3.4, 3.5, 3.6, 3.7 App: 4.4, 4.5, 4.2
Total	100			

DANCE – OBJECTIVES AND OUTCOMES

A student:

Performance –

- 1.1 understands dance as the performance and communication of ideas through movement and in written and oral form
- 1.2 understands the use of dance terminology relevant to the study of dance as an art form
- 1.3 develops the skills of dance through performing, composing and appreciating dance
- 1.4 values the diversity of dance as an art form and its inherent expressive qualities
- 2.1 identifies the physiology of the human body as it is relevant to the dancer
- 2.2 identifies the body's capabilities and limitations
- 2.3 recognises the importance of the application of safe dance practice
- 2.4 demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
- 2.5 performs combinations, phrases and sequences with due consideration of safe dance practices
- 2.6 values self-discipline, commitment and consistency in technical skills and performance.

Composition –

- 3.1 identifies the elements of dance composition
- 3.2 understands the compositional process
- 3.3 understands the function of structure as it relates to dance composition
- 3.4 explores the elements of dance relating to dance composition
- 3.5 devises movement material in a personal style in response to creative problem-solving tasks in dance composition
- 3.6 structures movement devised in response to specific concept/intent
- 3.7 values their own and others; dance activities as worthwhile.

Appreciation –

- 4.1 understands the socio-historic context in which dance exists
- 4.2 develops knowledge to critically appraise and evaluate dance
- 4.3 demonstrates the skills of gathering, classifying and recording information about dance
- 4.4 develops skills in critical appraisal and evaluation
- 4.5 values the diversity of dance from national and international perspectives.

HEALTH AND MOVEMENT SCIENCE

Assessments 2025

Task Number Date	Weighting %	Task description	Component	Outcomes assessed
1. Term 1 - Week 7	25	Research Task	Health For Individuals and Communities	HM 11-01 HM 11-02 HM 11-06 HM 11-10
2. Term 2 - Week 7	35	Collaborative Investigation	Health For Individuals and Communities OR The Body and Mind in Motion	HM 11-05 HM 11-07 HM 11-08 HM 11-09
3. Term 3 - Week 8-9	40	Yearly Examination	Health For Individuals and Communities AND The Body and Mind in Motion	HM 11-01 HM 11-02 HM 11-03 HM 11-04 HM 11-06 HM 11-08 HM 11-10
Total	100			

HEALTH AND MOVEMENT SCIENCE – OBJECTIVES AND OUTCOMES

A student:

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 concept

SCIENCE

BIOLOGY

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed
1. Term 1 - Week 7	25	Based on Depth Study	1, 3, 4, 5, 6, 7, 10, 11
2. Term 2 - Week 7	35	Practical Investigation	2, 3, 5, 7, 8
3. Term 3 - Week 8-9	40	Yearly Examination	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Total	100		

BIOLOGY – OBJECTIVES AND OUTCOMES

A student:

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

CHEMISTRY

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed
1. Term 1 – Week 7	25	In Class Test	5, 6, 7, 8
2. Term 2 – Week 7	35	Based on Depth Study	1, 2, 3, 4, 5, 7, 9, 10
3. Term 3 – Week 8/9	40	Yearly Examination	1, 2, 5, 6, 7, 8, 9, 10, 11
Total	100		

CHEMISTRY – OBJECTIVES AND OUTCOMES

A student:

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

INVESTIGATING SCIENCE

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed
1. Term 1 - Week 7	25	In Class Test: Data Analysis	4, 5, 6, 7, 8
2. Term 2 - Week 7	35	Depth Study: Experimental Report	1, 2, 3, 4, 5, 6, 7, 9
3. Term 3 - Weeks 8-9	40	Yearly Examination	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11
Total	100		

INVESTIGATING SCIENCE – OBJECTIVES AND OUTCOMES

A student:

1. develops and evaluates questions and hypotheses for scientific investigation
2. designs and evaluates investigations in order to obtain primary and secondary data and information
3. conducts investigations to collect valid and reliable primary and secondary data and information
4. selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
5. analyses and evaluates primary and secondary data and information
6. solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
7. communicates scientific understanding using suitable language and terminology for a specific audience or purpose
8. identifies that the collection of primary and secondary data initiates scientific investigations
9. examines the use of inference and generalisation in scientific investigations
10. develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
11. describes and assesses how scientific explanations, laws and theories have developed

PHYSICS

Assessments 2025

Task number Date	Weighting %	Task description	Outcomes assessed
1. Term 1 – Week 7	25	In Class Test	4, 5, 6, 10
2. Term 2 – Week 7	35	Based on Depth Study	1, 2, 3, 4, 5, 7, 10
3. Term 3 – Week 8-9	40	Yearly Examination	1, 4, 5, 6, 7, 8, 9, 10, 11
Total	100		

PHYSICS – OBJECTIVES AND OUTCOMES

A student:

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

TAS

DESIGN AND TECHNOLOGY ACCELERATED (HSC)

Assessments 2025

Task Number Date	Weighting %	Task Description	Component	Outcomes Assessed
1.Term 4 2024 – Week 8	20	Presentation	Designing and Producing (15%) Prototyping (5%)	H2.2, H3.1, H3.2, H6.2
2.Term 1 2025 – Week 8	25	Prototyping Task	Designing and Producing (5%) Prototyping (20%)	H2.2, H3.1, H3.2, H6.2
3.Term 2 2025 – Week 8	25	Written Task Case Study	Innovation and Emerging Technologies, Designing and Producing	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1
4.Term 3 2025 – Week 2/3	30	Trial HSC Examination	Designing and Producing (15%) Prototyping (5%) Innovation and Emerging Technologies, Designing and Producing (10%)	H1.1, H1.2, H2.1, H2.2, H3.1, H4.1, H4.2, H4.3, H5.1, H5.2, H6.1
Total	100			

DESIGN AND TECHNOLOGY ACCELERATED - OBJECTIVES AND OUTCOMES

A student:

H1.1 critically analyses the factors affecting design and the development and success of design projects

H1.3 relates the practices and processes of designers and producers to the major design project

H2.1 explains the influence of trends in society on design and production

H2.2 evaluates the impact of design and innovation on society and the environment

H3.1 analyses the factors that influence innovation and the success of innovation

H3.2 uses creative and innovative approaches in designing and producing

H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project

H4.2 selects and uses resources responsibly and safely to realise a quality major design project

H4.3 evaluates the processes undertaken and the impacts of the major design project

H5.1 manages the development of a quality major design project

H5.2 selects and uses appropriate research methods and communication techniques

H6.1 justifies technological activities undertaken in the major design project and relates these to industrial and commercial practices

H6.2 critically assesses the emergence and impact of new technologies and the factors affecting their development.

- **Note:**This subject receives 2 school days, prior to the HSC Trials and HSC exam, as STUVAC

ENGINEERING STUDIES

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1.Term 1 - Week 7	30	Research Task	Products	1.1, 2.1, 2.2, 4.1, 4.3, 6.1
2.Term 2 - Week 7	30	Engineering Report	Braking Systems	1.2, 2.1, 3.2, 4.2, 5.1, 5.2, 6.1
3.Term 3 - Week 8-9	40	Yearly Examination	All Modules	All
Total	100			

ENGINEERING – OBJECTIVES AND OUTCOMES

A student:

- 1.1 identifies the scope of engineering and recognises current innovations
- 1.2 explains the relationship between properties, structure, uses and applications of materials in engineering
- 2.1 describes the types of materials, components and processes and explains their implications for engineering development
- 2.2 describes the nature of engineering in specific fields and its importance to society
- 3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice
- 3.2 develops written, oral and presentation skills and applies these to engineering reports
- 3.3 applies graphics as a communication tool
- 4.1 describes developments in technology and their impact on engineering products
- 4.2 describes the influence of technological change on engineering and its effect on people
- 4.3 identifies the social, environmental and cultural implications of technological change in engineering
- 5.1 demonstrates the ability to work both individually and in teams
- 5.2 applies management and planning skills related to engineering
- 6.1 applies knowledge and skills in research and problem-solving related to engineering
- 6.2 applies skills in analysis, synthesis and experimentation related to engineering.

HOSPITALITY – KITCHEN OPERATIONS AND COOKERY



RTO – Dept of Education -90333, 90222, 90072, 90162

School Name: Mosman High School

Student Competency Assessment Schedule

Course: Cookery qualification: SIT20421 Certificate II in Cookery

2025

Cohort 2024-25

Training package SIT Tourism, Travel and Hospitality (Version 2.1)

Assessment Tasks for SIT20421 Certificate II in Cookery		Task 1	Yearly Examination
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students		Week: 8 Term: 2	
Code	Unit of Competency		HSC Examinable Units of Competency
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC0025	Prepare and present sandwiches	X	
SITXCOM007	Show social and cultural sensitivity	X	
SITXCCS011	Interact with customers	X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations SIT20416 or a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416.

Schools may schedule examinations in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

SIT20416 Kitchen Operations HSC Assessment Schedule August 2025

IT – MULTIMEDIA

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes addressed
1.Term 1 - Week 7	30	<u>Project 1</u> Print Media/Website	Management & Communication/ Design/Production	1.2, 3.2, 3.3, 4.1, 5.1, 5.2, 6.1
2.Term 2 - Week 7	40	<u>Project 2</u> Video with Special Effects	Management & Communication/ Design/Production	1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2
3.Term 3 - Week 8-9	30	Yearly Examination	Industry Related Manufacturing Technology	1.1, 1.2, 2.1, 3.1, 3.2, 4.3, 5.1, 6.1, 6.2, 7.1, 7.2
Total	100			

IT -MULTIMEDIA – OBJECTIVES AND OUTCOMES

A student:

- 1.1 describes the organisation and management of an individual business within the focus area industry
- 1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- 2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- 2.2 works effectively in team situations
- 3.1 sketches, produces and interprets drawings in the production of projects
- 3.2 applies research and problem-solving skills
- 3.3 demonstrates appropriate design principles in the production of projects
- 4.1 demonstrates a range of practical skills in the production of projects
- 4.2 demonstrates competency in using relevant equipment, machinery and processes
- 4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- 5.1 uses communication and information processing skills
- 5.2 uses appropriate documentation techniques related to the management of projects
- 6.1 identifies the characteristics of quality manufactured products
- 6.2 identifies and explains the principles of quality and quality control
- 7.1 explains the impact of one related industry on the social and physical environment
- 7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment.

IT – TIMBER

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes addressed
1.Term 1 - Week 7	30	Minor Projects 1-3 Trivet or Puzzle, Name Plate, Bowl and Folios	Management & Communication/ Design/Production	1.2, 3.2, 3.3, 4.1, 5.1, 5.2, 6.1
2.Term 2 - Week 7	40	Beta Stool Project and Folio	Management & Communication/ Design/Production	1.2, 2.1, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 5.1, 5.2
3.Term 3 - Week 8-9	30	Yearly Examination	Industry Related Manufacturing Technology	1.1, 1.2, 2.1, 3.1, 3.2, 4.3, 5.1, 6.1, 6.2, 7.1, 7.2
Total	100			

IT - TIMBER – OBJECTIVES AND OUTCOMES

A student:

- 1.1 describes the organisation and management of an individual business within the focus area industry
- 1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- 2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- 2.2 works effectively in team situations
- 3.1 sketches, produces and interprets drawings in the production of projects
- 3.2 applies research and problem-solving skills
- 3.3 demonstrates appropriate design principles in the production of projects
- 4.1 demonstrates a range of practical skills in the production of projects
- 4.2 demonstrates competency in using relevant equipment, machinery and processes
- 4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- 5.1 uses communication and information processing skills
- 5.2 uses appropriate documentation techniques related to the management of projects
- 6.1 identifies the characteristics of quality manufactured products
- 6.2 identifies and explains the principles of quality and quality control
- 7.1 explains the impact of one related industry on the social and physical environment
- 7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

SOFTWARE ENGINEERING - PRELIMINARY

Assessments 2025

Task number Date	Weighting %	Task description	Component	Outcomes assessed
1. Term 1 - Week 7	30	Algorithm Problems Task	Programming Fundamentals	SE 11.01, 11.02, 11.06, 11.08
2. Term 2 - Week 7	40	OOP Software Project	The Object-orientated Paradigm, Programming Mechatronics	SE 11.01, 11.02, 11.04, 11.06, 11.07, 11.08, 11.09.
3. Term 3 - Week 8-9	30	Yearly Examination	Programming fundamentals, The Object-orientated Paradigm, Programming Mechatronics	SE 11.01, 11.03, 11.04, 11.05, 11.06, 11.08
Total	100			

SOFTWARE DESIGN AND DEVELOPMENT – OBJECTIVES AND OUTCOMES

A student:

- SE 11.01 Describes methods used to plan, develop and engineer software solutions
- SE 11.02 Explains how structural elements are used to develop programming code
- SE 11.03 Describes how current hardware, software and emerging technologies influence the development of software engineering solutions
- SE 11.04 Applies safe and secure practices to collect, use and store data
- SE 11.05 Describes the social, ethical and legal implications of software engineering on the individual, society and the environment
- SE 11.06 Applies tools and resources to design, develop, manage and evaluate software
- SE 11.07 Implements safe and secure programming solutions
- SE 11.08 Applies language structures to refine code
- SE 11.09 Manages and documents the development of a software project

VISUAL ARTS

VISUAL ARTS

Assessments 2025

Date Task Number	Weighting %	Task description	Component	Outcomes assessed
1. Term 1 - Week 7	35	Body of Work VAPD Short Answer Response	Artmaking Art Criticism/Art History	P1-6 P7-10
2. Term 2 - Week 7	40	Body of Work VAPD Extended Response	Artmaking Art Criticism/Art History	P1-6 P7-10
3. Term 3 - Week 8-9	25	Yearly Examination	Art Criticism/Art History	P7-10
Total	100			

VAPD – Visual Art Process Diary

VISUAL ARTS – OBJECTIVES AND OUTCOMES

A student:

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

VISUAL DESIGN

Assessments 2025

Task Number Date	Weighting	Task Description	Outcomes Assessed	Component
1. Term 1 – Week 7	15	<ul style="list-style-type: none"> ◆ Design product ◆ Research and VAPD ◆ Designer Analysis 	DM1 – 6, CH 1 – CH4	Designing and Making Critical and Historical Studies
2. Term 2 – Week 7	15	<ul style="list-style-type: none"> ◆ Design Product ◆ Research paper 	DM1 – 6, CH 1 – CH4	Designing and Making Critical and Historical Studies
3. Term 3 – Week 8/9	20	<ul style="list-style-type: none"> ◆ Portfolio and prototype of Design Product ◆ Multimodal presentation 	DM1 – 6, CH 1 – CH4	Designing and Making Critical and Historical Studies
Total	50			

NOTE: As this is a one unit course marks on reports will be out of 50.

Note: If design competition opportunities arise the assessment schedule may change

VISUAL DESIGN – OBJECTIVES AND OUTCOMES

A student:

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of Work Health and Safety in the making of a range of works
- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

PHOTOGRAPHY

Assessments 2025

Task Number Date	Weighting (Marks)	Task description	Outcomes assessed	Component
1. Term 1 Week 7	15	<ul style="list-style-type: none"> Portfolio C/H (Critical and Historical study) Research Case Study 	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4. CH5	Making - 10% Critical - 5% Historical Study
2. Term 2 Week 7	20	<ul style="list-style-type: none"> Portfolio C/H Research Study 	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4. CH5	Making - 15% Critical Historical Study - 5%
3. Term 3 Week 8/9	15	<ul style="list-style-type: none"> Portfolio Yearly Examination 	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4. CH5	Making - 10% Critical Historical Study - 5%
Total	50			

NOTE: As this is a one unit course, marks on reports will be out of 50.

PHOTOGRAPHY – OBJECTIVES AND OUTCOMES

A student:

- 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 occupational 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
- CH5 recognises how photography and/or digital imaging are used



ATTACHMENT 1

Application for Consideration (Illness or misadventure)

Students must apply for consideration regarding any missed assessment task or examination. Documentation, as detailed in the Mosman High School Assessment Procedures, must accompany any application. The Head Teacher of the faculty involved will consider each application on its merits, and the student will be advised of the outcome via this form.

Note that in the event that an assessment task/examination is missed, it is the responsibility of the student to notify the school without delay and to contact the relevant Head Teacher on the **first** day of school attendance, after the missed task. Refer to the Rules of Assessment. If the consideration is granted then, as written in the Mosman High School Assessment Procedures:

- a substitute task/exam may be granted, **or**
- an estimate may be given (in exceptional circumstances).

If, after careful consideration, the student, and/or parent(s) consider that there are grounds to appeal the Head Teacher's decision, the section of the form relating to appeals should be completed and submitted with relevant supporting documentation to the Principal. The Principal will form an appeals panel. This panel will meet to determine the outcome of the appeal.

After final deliberations, a copy of the form is to be included in the student's file.

APPLICATION FOR CONSIDERATION			
Student: _____	Roll Class: _____		
Course: _____	Teacher: _____		
Assessment Task: _____	Due Date: _____		
Notification of Assessment Attached:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Reason for Application:	Illness <input type="checkbox"/>	Misadventure <input type="checkbox"/>	
Describe how illness or misadventure affected your performance or prevented your attendance.			
.....			
.....			
.....			
.....			
...			
Prior Notification Provided:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Attended Exam (if appropriate):	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Submitted Task (if appropriate):	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Evidence provided to support this application:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Student signature:			Date:
.....			

Head Teacher's Decision:

Reason for Appeal (if applicable):

Appeals Panel Decision:

Task Rescheduled:

Task Extension:

Substitute Task to be completed:

Estimate (if exceptional circumstances):

Other:

A copy of this form can be found at [Application for Consideration regarding missed Assessment Task or Examination](#)

Summary of all Assessment Tasks for Preliminary Courses 2025

Term 4 – 2024

Week	Weighting	Weighting/ Subject	Task
8	20	D&T Accelerated	<u>Presentation</u> : Designing & Producing (15%), Prototyping (5%)

Term 1 – 2025

Week	Weighting/ Marks	Subject	Task
3	Competency	Entertainment Industry	<u>White Card</u> : Prior to WPL
7	25	Biology	Based on Depth Study
	30	Business Studies	Report with oral component
	25	Chemistry	In Class Test
	30	Chinese Continuers	Conversation/Interview/Monologue and Response to Written Text
	30	Chinese and Literature	Spoken Exchange, Reading and Responding
	10	Dance	<u>Research Task</u> : Appreciation
	30	Drama	Group Performance, Play-Building
	25	EES	Field work/ In Class Test
	30	Economics	Research Task with oral component
	30	Engineering	<u>Research Task</u> : Products
	30	English Advanced	Common Module, Multimodal Task
	30	English EAL/D	Speech (including listening, speaking and writing)
	15/50	English Extension 1	Writing: Perfect Worlds – Sustained Critical
	30	English Standard	Common Module, Multimodal Task
	Competency	Entertainment Industry	<u>Safe and Sound</u> : Undertake live audio operations, Apply work health & safety practices
	30	French Beginners	Conversation/Interview/Monologue and Response to Written Text
	30	French Continuers	Conversation/Interview/Monologue and Response to Written Text
	30	Geography	Research and In-class response
	25	Health and M Science	Research Task
	30	History Ancient	<u>Source Portfolio</u> : Treatment and Display of Human Remains
	30	History Modern	<u>Source Analysis</u> : Case Study 1 – Meiji Restoration
	25	Investigating Science	<u>In Class Test</u> : Data Analysis
	30	Italian Beginners	Conversation/Interview/Monologue and Response to Written Text
	30	Italian Continuers	Conversation/Interview/Monologue and Response to Written Text
	30	IT - Multimedia	<u>Project 1</u> : Print Media/Website
	30	Japanese Beginners	Conversation/Interview/Monologue and Response to Written Text
	30	Japanese Continuers	Conversation/Interview/Monologue and Response to Written Text
	30	Legal Studies	Topic Test
	30	Mathematics Advanced	Written Test
	15/50	Mathematics Extension 1	Written Test
	30	Mathematics Standard	Written Test
	25	Music 1	Australian Music – Short Listening Exam + Performance
	30	Music 2	Mandatory Topic: Music 1600 - 1900
25	Physics	In Class Test	
30	Society and Culture	Digital Oral Presentation Based on Research	
30	Software Engineering	Algorithm Problems Task	
30	Spanish Beginners	Conversation/Interview/Monologue and Response to Written Text	
30	Spanish Continuers	Conversation/Interview/Monologue and Response to Written Text	
20/50	Philosophy	Communities of Enquiry	
15/50	Photography	Portfolio, C/H Research Case Study	
35	Visual Arts	Body of Work, VAPD, Short Answer Response	
15/50	Visual Design	Design product, Research and VAPD, Designer Analysis	
8	25	D&T Accelerated	<u>Prototyping Task</u> : Designing & Producing (5%), Prototyping (20%)

Term 2 – 2025

Week	Weighting/ Marks	Subject	Task
7	35	Biology	Practical Investigation
	30	Business Studies	Business Report (in class)
	35	Chemistry	Based on Depth Study
	30	Chinese Continuers	Response to Spoken Text and Writing Task
	30	Chinese and Literature	Listening and Responding, Reading and Responding
	40	Dance	<u>Work in Progress Tasks</u> : Core Performance (20%), Core Composition (20%)
	40	Drama	<u>Essay and Workshop Design Task</u> : <i>A Doll's House by Henrik Ibsen</i>
	35	EES	Depth Study and Presentations
	30	Economics	Research (in class response): Labour Markets
	30	Engineering	<u>Engineering Report</u> : Braking Systems
	30	English Advanced	Writing: Module A – Sustained Critical
	30	English EAL/D	Point of View Writing Task
	15/50	English Extension 1	Multimodal – Representation
	30	English Standard	Writing: Module A – Sustained Critical
	Competency	Entertainment Industry	<u>Bump in the Light</u> : Operate basic lighting, assist with bump in and bump out of shows
	30	French Beginners	Response to Spoken Text and Writing Task
	30	French Continuers	Response to Spoken Text and Writing Task
	30	Geography	Geographical investigation
	35	Health and M Science	Collaborative Investigation
	30	History Ancient	<u>Historical Investigation Project</u> : Essay (15%)
	30	History - Modern	Research Project
	35	Investigating Science	<u>Depth Study</u> : Experimental Report
	30	Italian Beginners	Response to Spoken Text and Writing Task
	30	Italian Continuers	Response to Spoken Text and Writing Task
	40	IT-Multimedia	<u>Project 2</u> : Video with Special Effects
	30	Japanese Beginners	Response to Spoken Text and Writing Task
	30	Japanese Continuers	Response to Spoken Text and Writing Task
	30	Legal Studies	Extended response based on Individual Research (In-class task)
	30	Mathematics Advanced	Written Test
	15/50	Mathematics Extension 1	Written Test
	30	Mathematics Standard	Written Test
	35	Music 1	Film music – Viva Voce + Performance
	30	Music 2	<u>Composition</u> : Music 1600 - 1900
	20/50	Philosophy	Extended Essay: Personal Interest Project
	20/50	Photography	Portfolio, C/H Research Study
	35	Physics	Based on Depth Study
	30	Society and Culture	Content analysis and Essay
	30	Spanish Beginners	Response to Spoken Text and Writing Task
	30	Spanish Continuers	Response to Spoken Text and Writing Task
	40	Software Engineering	OOP Software Project
	40	Visual Arts	Body of Work, VAPD, Extended Response
	15/50	Visual Design	Design Product, Research Paper
	8	25	D&T Accelerated
Competency		Hospitality	Task 1

Term 3 – 2025

Week	Weighting /Marks	Subject	Task
2-3	30	D&T Accelerated	Trial HSC Examination: Design & Producing (15%), Prototyping (5%), Innovation and Emerging Technologies, Designing & Producing (10%)
7	N/A	Music 1	Music of a Culture – Composition, logbook, score and recording
8	Competency	Entertainment Industry	Work in the Industry: Work effectively in the creative arts industry
8-9	40	Biology	Yearly Examination
	40	Business Studies	Yearly Examination
	40	Chemistry	Yearly Examination
	40	Chinese Continuers	Yearly Examination
	40	Chinese and Literature	Yearly Examination
	50	Dance	Yearly Examination (Core Performance 20% Core Comp 20%, Appreciation 10%)
	30	Drama	Yearly Examination (Essays and Group Performance)
	40	EES	Yearly Examination
	40	Economics	Yearly Examination
	40	Engineering	Yearly Examination
	40	English Advanced	Yearly Examination
	40	English EAD/L	Yearly Examination
	20/50	English Extension 1	Yearly Examination
	40	English Standard	Yearly Examination
	N/A	Entertainment	Yearly Examination
	40	French Beginners	Yearly Examination
	40	French Continuers	Yearly Examination
	40	Geography	Yearly Examination
	40	Health and M Science	Yearly Examination
	40	History Ancient	Yearly Examination
	40	History Modern	Yearly Examination
	N/A	Hospitality	Yearly Examination
	40	Investigating Science	Yearly Examination
	40	Italian Beginners	Yearly Examination
	40	Italina Continuers	Yearly Examination
	30	IT-Multimedia	Yearly Examination: Industry Related Manufacturing Technology
	40	Japanese Beginners	Yearly Examination
	40	Japanese Continuers	Yearly Examination
	40	Legal Studies	Yearly Examination
	40	Mathematics Advanced	Yearly Examination
	20/50	Mathematics Extension 1	Yearly Examination
	40	Mathematics Standard	Yearly Examination
	40	Music 1	Yearly Examination
	40	Music 2	Yearly Examination – Additional Topic: Aural and Musicology Skills
	40	Spanish Beginners	Yearly Examination
	40	Spanish Continuers	Yearly Examination
10/50	Philosophy	Yearly Examination	
15/50	Photography	Portfolio, Yearly Examination	
40	Physics	Yearly Examination	
40	Society and Culture	Yearly Examination	
30	Software Engineering	Yearly Examination	
25	Visual Arts	Yearly Examination	
20/50	Visual Design	Portfolio and prototype of Design Product, Multimodal presentation	