



Year 11 ASSESSMENT BOOKLET

2024



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Preamble

The purpose of the Year 11 Assessment Handbook is to communicate the policies, procedures and rules in relation to internal assessment in Stage 6 at Inner Sydney High School. It seeks to provide contextual clarification of the rules and processes specified by the NSW Education Standards Authority (hereby referred to as NESAs). This handbook also contains the assessment schedule for all Year 11 courses at Inner Sydney High School.

At the commencement of both the Year 11 and HSC (Year 12) courses, students will be provided with a hard copy of this handbook. It will also be accessible on the school's website.

HSC information

The Higher School Certificate (HSC) is the highest educational credential in New South Wales schools. It is awarded to NSW students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet both Year 11 and HSC course requirements and sit the statewide HSC examinations. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

Eligibility

The rules and requirements for HSC eligibility are governed by NESAs and are published in the Assessment, Certification and Examination (ACE) Manual. To be eligible for the HSC, students must:

- ◁ Meet the HSC minimum standard in Literacy and Numeracy
- ◁ Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESAs
- ◁ Attend a government school, an accredited non-government school, a NESAs-recognised school outside NSW, or a TAFE college
- ◁ Complete HSC: All My Own Work (or its equivalent) before submitting any work for Year 11 or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- ◁ Satisfactorily complete courses in the patterns of study that are detailed in the following section
- ◁ Sit for and make a serious attempt at the required HSC exams.

Pattern of study

To qualify for the HSC, a student must satisfactorily complete:

- ◁ A Year 11 pattern of study that includes at least 12 units
- ◁ An HSC pattern of study that includes at least 10 units.

Both patterns of study must include:

- ◁ At least 10 units from Board Developed Courses
- ◁ At least 2 units of a Board Developed Course in English, or English Studies
- ◁ At least 3 courses of 2 units value or greater (Board Developed)
- ◁ At least 4 subject areas.

HSC Record of Achievement

HSC results are available in the [Students Online](#) account and sent to students by email and SMS in December. Students can also download and print their full credentials from Students Online in

December. Hard copies of the testamur (certificate) are sent in the mail in January the following year. Samples can be viewed on [NESA's HSC Credentials page](#).

The first page of the Record of Achievement will list your results in each HSC course you completed.

For Board Developed Courses with an external HSC examination, these results will report your achievement against standards that clearly describe your level of knowledge, skills and understanding. These reports will show you:

- < The performance bands
- < What a typical student knows and can do at each achievement level
- < A graph of the mark distribution for the course.

If a student is not eligible for an HSC and is leaving school, they may still receive a [Record of School Achievement](#) (hereby referred to as RoSA). The RoSA will show the results in all Year 10, 11 and 12 courses that the student completed. If students are not eligible for a RoSA, they will receive a Transcript of Study listing their results.

Performance bands

Student performance in each HSC course is measured against defined standards. HSC marks for each course are divided into bands and each band aligns with a description of a typical performance by a student within that mark range. The [performance bands](#) and descriptions give meaning to the HSC mark. For a 2-unit course, Band 6 indicates the highest level of performance, and the minimum standard expected is 50:

- < Band 6 = 90 – 100 marks
- < Band 5 = 80 – 89 marks
- < Band 4 = 70 – 79 marks
- < Band 3 = 60 – 69 marks
- < Band 2 = 50 – 59 marks
- < Band 1 = 0 – 49 marks

Each band is aligned to what a student at that level of performance typically knows, understands and can do.

For an Extension course, the bands are E4 (highest level of performance) to E1:

- < Band E4 = 45 – 50 marks
- < Band E3 = 35 – 44 marks
- < Band E2 = 25 – 34 marks
- < Band E1 = 0 – 24 marks

Students Online

[Students Online](#) provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and how the HSC works. Year 10, 11 and 12 students in NSW are eligible for a Students Online account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account.

Students will need to activate their account by clicking on the 'Activate account' button (see red oval in screenshot below).



Welcome to Students Online

Students Online is your source for information about your study from Year 10 to the HSC.

What you need to know

2023 HSC students

- Assessment ranks will be available after the final HSC examination, from 3 November 2023 until 1 December 2023.
- HSC results release – 14 December 2023.
- Check your name:
 - Your name shown in Students Online is what you see on your certificates.
- Update your email address to a personal one you have easy access to.
- Check your postal address is correct so you can receive your HSC Testamur.

VET students

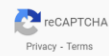
2023 VET Certificates and Statements of Attainment will be available for download from 15 December 2023. Your credential may be provided earlier on request by your school Principal.

Login

Student Number:

PIN:

I'm not a robot



reCAPTCHA

Privacy - Terms

Login

OR

Activate account

If there are any technical difficulties, students can find information [here](#) or see the Deputy Principal.

Disability provisions

[Disability provisions](#) are approved by NESAs to provide students who have a permanent or temporary disability with practical support in the Higher School Certificate examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

School-based Disability Provisions

Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. Please contact the Deputy Principal Wellbeing for further information.

NESA HSC Disability Provisions

NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

To apply for HSC examination provisions, schools must submit an online application to NESA through Schools Online. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through Schools Online and the school will communicate this decision to the student.

Students and parents/caregivers are strongly advised to consult the [NESA website](#) for more information about Disability Provisions or see the Deputy Principal Wellbeing.

Preliminary/HSC course requirements

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 NESAs; 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.

Any student in danger of not satisfying course requirements will receive an N-Warning Letter. Students who have not complied with the course completion requirements and have received at least TWO written warnings may be regarded as not having satisfactorily completed the course. The Principal may then apply the N Determination process, which will affect the awarding of the Preliminary RoSA grades and Higher School Certificate marks for these individual courses.

N-Warning letters can be awarded for non-completion of assessment tasks, class work and Prep (or homework).

Assessment of Life Skills outcomes in Stage 6

[Stage 6 Life Skills courses](#) provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Year 11 course and a 2-unit 120-hour HSC course.

Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes.

Assessment can occur in a range of situations or environments such as the school and wider community. There is no requirement for formal assessment of Life Skills outcomes.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process. Schools are not required to use the Common Grade Scale (A-E) for Year 11 courses or performance bands or equivalent to report achievement for students undertaking Life Skills courses.

Assessment

Formal assessment tasks are those that students undertake as part of the school-based assessment program. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to presentations, reports, practical work, portfolios, journals, logbooks, process diaries, tests, compositions, and formal written examinations.

Student responsibilities

Students are responsible for:

- ◁ Being familiar with the procedures and course information contained in the Year 11 Assessment Handbook.
- ◁ Attending classes regularly and ensuring their attendance enables them to achieve course outcomes.
- ◁ Demonstrating sustained diligence and effort in each subject and participating in all lessons constructively. Students are expected to complete class work and Prep.
- ◁ Making a serious attempt at all assessment tasks and completing all other set tasks to achieve course outcomes.
- ◁ Ensuring when they are absent from school that they know it is their responsibility to know what work has been missed and how to complete that work.
- ◁ Ensuring when absent from school on the day an assessment task notification is issued that they know it is their responsibility to contact their teacher and/or the relevant Faculty Head Teacher to obtain the task notification. This notification is also available to view on each class Microsoft Team. No extension will be granted if a student fails to carry out this action.
- ◁ Speaking with their Teacher or the relevant Faculty Head Teacher for clarification about the requirements of the subject/course assessment program.
- ◁ Being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification, assessment booklet and the assessment calendar.
- ◁ Submitting work that is their own. Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed. This includes artificial intelligence (AI) generated tasks using online platforms.

Assessment Procedures

Notification of assessment task

- ◁ Students will be provided with at least two weeks' notice in writing of any assessment task in the form of an official assessment task notification. If students are absent, it is their responsibility to request an assessment task notification from the teacher upon their return to school.
- ◁ Assessment task notifications will also be posted on the respective Microsoft Teams.

Submission of drafts

- ◁ Depending on the course, students will be encouraged to seek feedback on a draft from their teacher once per submitted task at least one week in advance of the due date.
- ◁ The due date of the draft will be noted on the assessment task notification.

Submission of tasks

All hand in or submitted tasks are due before 8:20 am on the due date. The assessment task notification will stipulate how students are to submit these tasks, whether this be electronically or in person. **Tasks submitted after this time may receive zero marks.**

Attendance at examinations or in class tasks

It is the responsibility of the student to be at the correct location at the correct time when an examination or in class task is scheduled. Students will not be granted any extension of time.

Late submissions

- ◁ Work submitted late without an Illness/Misadventure application will be awarded zero marks.
- ◁ Students will still need to complete the task. Teachers will provide feedback on the task to enable student growth for future tasks and learning.

Computer and technology issues

- ◁ Computer and associated technology malfunctions, even theft, without evidence of 'work in progress' is not a reason for late submission.
- ◁ Students should ensure that they back up all work to their OneDrive or another cloud-based or external hard drive as they work on their assessment tasks.
- ◁ Students must ensure that they have submitted the task according to the submission instructions in the notification. It is the responsibility of the student to check that teachers have access to all parts of the assessment task if it is electronically submitted. Otherwise, the task will be deemed as being late and students will be awarded zero marks.
- ◁ Students have access to printers at school if they are required to print and submit hard copies of their work.

Non-serious attempts

- ◁ Students are required to make a serious attempt in all components of assessment tasks and class work.
- ◁ Students may be awarded zero marks depending on the degree of the attempt made. A N-Warning Letter may also be issued.

Absences and fairness

- ◁ To ensure fairness and equity in the lead up to an assessment task, students that are **absent on the day before an assessment and/or absent from learning sessions on the due date of the task must** provide a medical certificate to the school to certify their absence. All students are expected to attend every learning session, including Senior Mentoring Session, on the day before and the day of an assessment task.
- ◁ If it is deemed that a student has gained an unfair advantage, a zero mark may be awarded.

Suspension

If a student is suspended when an in-class assessment task is scheduled, arrangements will be made for the student to complete the task during their suspension or immediately upon their return from suspension. All hand-in tasks must be uploaded to Microsoft Teams or handed in by a parent/carer to the Administration Office by the assessment deadline.

Extended leave

It is important for students to attend school. The school strongly discourages extended leave taken during the school term.

- ◁ Students should submit assessments tasks prior to their extended leave to their class teacher.
- ◁ If an in-class task or examination occurs whilst a student is on extended leave, students will receive zero marks due to reasons of equity. If a student applies for extended leave due to an unforeseen family emergency, they can submit an Illness/Misadventure Form with accompanying documentation for consideration by the Faculty Head Teacher.

Students completing work placement

Students completing school, TAFE and/or other external placements such as VET Hospitality work placements, are required to complete all school assessment tasks on the scheduled due dates.

- ◁ All hand-in tasks that need to be submitted during the period of work placement must be submitted by the original due date.
- ◁ Students with a scheduled in-class task, such as an examination, presentation, or group-work task, must complete an Illness/Misadventure Form and submit this to the Faculty Head Teacher before starting their Work Experience to organise completion of the assessment task on another date. Failing to do so could result in a zero mark being awarded.

Absence due to school business

Where a student has a clash between a hand-in assessment task and another official school activity, it is the student's responsibility to ensure the assessment task is submitted on time. However, if the assessment task is meant to be completed in-class at the time of the school business, the student must complete an Illness/Misadventure Form and submit this to the Faculty Head Teacher before the event. Failing to do so could result in a zero mark being awarded.

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

Malpractice

Malpractice covers a range of activities that gives a student an unfair advantage over other students. It includes, but is not limited to:

- ◁ Breach of school examination rules
- ◁ Submitting work to which another person has contributed substantially (including parents, tutors, coaches, or other subject experts)
- ◁ Using non-approved aids during an assessment task or examination including mobile phones, smart watches, or other electronic devices
- ◁ Assisting another student to engage in malpractice.

If a student engages in malpractice, a penalty including a mark of zero will be awarded for that component or as a whole.

Plagiarism

Plagiarism is submitting work that was not created by the student and claiming it as their own. This includes words and text from books and websites, drawings, maps, graphics and artworks. The use of artificial intelligence (AI) or external assistance in a manner that undermines the purpose of the task and is in breach of assessment guidelines may also be considered to be plagiarism.

- ◁ A student's work may be cited for plagiarism if they:
 - make a direct copy of one or more sentences and/or paragraphs from a source document
 - copy sentences and/or paragraphs, although the order has changed
 - make cosmetic changes to sentences or paragraphs. This may include changing the texts, placing synonyms, changing the order of words or deliberately adding errors.
 - use information from a source that is not included in the bibliography.
- ◁ Plagiarism may result in a zero mark.

Students must complete [All My Own Work](#) prior to their first Year 11 Assessment Task.

Illness/Misadventure Process

Absence on the day of an assessment task

- ◁ Students must ensure that their assessment tasks are submitted on the due date by the deadline. In all cases where a student does not submit or attend an assessment task, they must submit an Illness/Misadventure Form.
- ◁ Parents should contact the school on the morning of a task to notify if the student is unable to attend.

Medical certificate

- ◁ Students will be required to obtain a medical certificate from an independent medical practitioner not immediately related to them, or other formal documentation to explain their absence.
- ◁ This medical certificate must cover the student for being absent on the date of the assessment task and state how the student's illness has impacted on their ability to complete the assessment task.
- ◁ Note that the school does not accept Statutory Declarations.

Return to school

- ◁ On the day of their return to school, students must take their completed Illness/Misadventure Form and relevant documentation to the Head Teacher of the course(s).
- ◁ Students will be required to submit or sit any missed assessment tasks, in consultation with the Faculty Head Teacher, regardless of the outcome of the Illness/Misadventure Form.
- ◁ Faculty Head Teachers will advise students of the outcome of their Illness/Misadventure Form.

Extensions

A student may apply for an extension to the due date if they feel that they have a genuine inability to meet the due date due to exceptional circumstances. A student who wishes to apply for an extension must:

- ◁ complete an Illness/Misadventure Form and
- ◁ provide the completed Illness/Misadventure Form to the relevant Faculty Head Teacher along with supporting documentation before the due date of the assessment task.

Any requests for an extension to the due date will be assessed by the relevant Faculty Head Teacher on a case-by-case basis.

Group-based assessment tasks

Students are required to submit work on the due date specified in the assessment notification. If the ability to complete the task is limited by the absence of a group member, the affected students need to complete an Illness/Misadventure Form as a group and submit it to the relevant Head Teacher on the due date of the assessment task. The group member who is absent will need to submit a separate Illness/Misadventure Form and the outcome of their application will be reviewed independently to the group application.

The Illness/Misadventure Forms will be considered on a case-by-case basis and the outcome is at the Head Teacher's discretion.

Appeals

If you wish to appeal a decision made regarding an application for Illness/Misadventure, you must submit an Assessment Appeal Application Form within 3 working days of receiving the outcome of

your Illness/Misadventure Form, along with any additional documentation. This is available from the Deputy Principal and must be submitted to the Deputy Principal when completed.

If you wish to appeal alleged malpractice, alleged plagiarism or misadventure relating to an assessment task, you must submit an Assessment Appeal Application Form within **3 working days of receiving the outcome of the Illness/Misadventure Form or assessment result respectively**. Any additional documentation can be submitted at this time. Note that students cannot appeal a mark awarded but may appeal the process under which a task was assessed.

The Appeals Panel, consisting of the Senior Executive, will evaluate each application and the decision will be communicated to the relevant faculty Head Teacher, Class Teacher, student and parent/caregivers in due course.

ILLNESS/MISADVENTURE FLOWCHART

STUDENT IS ABSENT, DOES NOT COMPLETE TASK OR FAILS TO SUBMIT BY THE DUE DATE AND TIME



STEP ONE: Contact the School

- Students or parents/carers must inform the school on the day of the absence by phone or via email.
- For hand in tasks, students should submit the task via Microsoft Teams if possible.



STEP TWO: Obtain relevant documentation

- Students should obtain and complete an Illness/Misadventure Form. This is available in the Assessment Booklet, the Year Group Team and the school website. Hard copies are also available from the Administration Office and the Library.
- For ILLNESS, the student must also obtain a medical certificate from an independent medical practitioner stating the reason for illness and cover the period of absence.
- For MISADVENTURE, the student must also obtain a statement or any supporting documentation outlining the situation.



STEP THREE: On the first day of return to school

- It is the student's responsibility to report to the Faculty Head Teacher of the subject and submit the completed Illness/Misadventure Form and accompanying documentation.
- If possible, students may sit the examination or submit the assessment task before receiving the outcome of the application for Illness/Misadventure. The date will be negotiated between the Faculty Head Teacher and student.



STEP FOUR: Illness/Misadventure and Feedback

- The relevant Head Teacher will consider the Illness/Misadventure application and inform the student of the outcome.
- If the application is not accepted, students in years 7-9 will receive Unable to Assess and years 10-12 will receive zero marks.
- If the student wishes to appeal this decision, they must firstly discuss with the Head Teacher, and if unresolved, submit the Assessment Task Appeal Application Form to the Deputy Principal of the year group.

Requirements for examination-style assessment tasks

The following requirements apply for examination-style assessment tasks, as well as assessment tasks completed during the Examination Period at the end of Term 3.

1. Mobile devices including mobile phones, smart watches and headphones must be turned off and stored in your school bag. Bags will be stored in a central location. If a student is found with one of these devices, they may be awarded zero marks.
2. Check the timetable carefully and be aware of the times for the examination.
3. Full school uniform is expected at all times.
4. Students should be waiting outside the examination space at the start of the session.
 - ◁ They must be seated at the desk that has been allocated to you.
 - ◁ Students are to remain in the examination space for the duration of the examination.
5. Students should use the toilets before each examination as permission to use toilets will only be given in extenuating circumstances. Students will be required to sign in and out of the examination.
6. When students are not completing an examination, they will be having normal classes according to their timetable. When an examination finishes before the end of a session, they need to be seated quietly in your seat.
7. No equipment may be borrowed during the examination.
 - ◁ Only pens, pencils and specialist equipment (such as calculators) may be brought into the examination in a clear plastic bag or pencil case.
 - ◁ Calculators may also be checked during the examination, as some models are not approved. Please check the NESAs website to see if your [calculator is approved](#).
8. Students are permitted to bring a clear plastic bottle of water into the examination space.
9. Students will be removed from the examination space if they are not following the requirements and may be awarded zero.
10. If students wish to ask a question to a supervising teacher, they should raise their hand and wait for them to come to you. Teachers are only able to answer general questions about the examination and not anything content specific.
11. If students are absent from an examination due to illness or approved leave, they must notify the school on the morning of the examination. They will still be required to complete the task and follow the Illness/Misadventure process.
12. If students are late to an examination, they will not be provided with extra time.
13. Students can start the examination when they are instructed to by their supervising teacher.

ASSESSMENT SCHEDULES

Ancient History – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Nature of Ancient History and Thera Case Study	Historical Investigation: Research report	Nature of Ancient History and Persepolis Case Study; Ancient Societies (Rome & Greece – Weapons & Warfare)
		Term 1, 2024 Week 7	Term 2, 2024 Week 10	Term 3, 2024 Yearly Exam Block
		In class essay	Hand in	Written Examination
Knowledge and understanding of course content	40%	10%		30%
Historical skills in the analysis and evaluation of sources and interpretations	20%	10%	5%	5%
Historical inquiry and research	20%	5%	15%	
Communication of historical understanding in appropriate forms	20%	5%	10%	5%
TOTAL	100%	30%	30%	40%
OUTCOMES		AH11-2 AH11-6 AH11-7	AH11-5 AH11-8 AH11-10	AH11-1 AH11-3 AH11-4 AH11-9

Course 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

Biology – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Module 1: Cells as the Basis of Life	Module 3: Biological Diversity Module 4: Ecosystem Dynamics	Module 1: Cells as the Basis of Life Module 2: Organization of Living Things Module 3: Biological Diversity Module 4: Ecosystem Dynamics
		Practical Investigation	Depth Study	Yearly Examination
		Term 1, 2024 Week 8	Term 2, 2024 Week 10	Term 3, 2024 Yearly Exam Block
		In-class task	Hand-in task	Written Examination
Knowledge and understanding of course content	40%	5%	5%	30%
Skills in working scientifically	60%	25%	25%	10%
TOTAL	100%	30%	30%	40%
	OUTCOMES	BIO11-2 BIO11-3 BIO11-4 BIO11-7 BIO11-8	BIO11-1 BIO11-3 BIO11-5 BIO11-6 BIO11-7 BIO11-10 BIO11-11	BIO11-5 BIO11-6 BIO11-8 BIO11-9 BIO11-10 BIO11-11

Course Outcomes

A student:

IO11-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11-5	analyses and evaluates primary and secondary data and information
BIO11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Business Studies – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Nature of Business Business Report	Business Planning Business Plan	All topics Yearly Examination
		Term 1, 2024 Week 9	Term 2, 2024 Week 8	Term 3, 2024 Yearly Exam Block
		In Class Report	Hand In	Written Examination
Knowledge and understanding of course content	40%	5%	15%	20%
Stimulus-based skills	20%	5%	5%	10%
Inquiry and research	20%	10%	10%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	10%
TOTAL	100%	25%	35%	40%
	OUTCOMES	P2 P7 P9	P3 P8 P10	P1 P4 P5 P6 P9

Course 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

Chemistry – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Module 1: Properties and Structure of Matter	Module 2: Introduction to quantitative chemistry Module 3: Reactive chemistry	All modules
		Depth study	Practical	Yearly Examination
		Term 1, 2024 Week 9	Term 2, 2024 Week 8	Term 3, 2024 Yearly Exam Block
		Hand In	In-class task	Written Examination
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in working scientifically	60%	20%	20%	20%
TOTAL	100%	30%	30%	40%
	OUTCOMES	CH11-1 CH11-2 CH11-3 CH11-4 CH11-5 CH11-6 CH11-7 CH11-8	CH11-1 CH11-2 CH11-3 CH11-4 CH11-5 CH11-6 CH11-7 CH11-9 CH11-10	CH11-4 CH11-5 CH11-8 CH11-9 CH11-10 CH11-11

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

Design and Technology – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Case Study of an innovation/ Research task.	Proposal/ Presentation on a Major Design Project	End of course Examination
		Term 1, 2024 Week 8	Term 2, 2024 Week 10	Term 3, 2024 Yearly Exam Block
		Hand In	Hand In	Written Examination
Knowledge and understanding of course content	40%	20%		20%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%	15%	40%	5%
TOTAL	100%	35%	40%	25%
	OUTCOMES	P1.1 P2.1 P2.2 P5.1 P5.2	P3.1 P4.1 P4.2 P4.3 P5.3 P6.1 P6.2	P1.1 P2.1 P2.2

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

Drama – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Elements of Production in Performance	Improvisation, Acting and Playbuilding	Theatrical Traditions and Performance Styles
		Term 1, 2024 Week 11	Term 2, 2024 Week 9	Term 3, 2024 Yearly Exam Block
		Performance and Logbook	Performance and Logbook	Written Examination
Making	40%	15%	25%	
Performing	30%	15%	15%	
Critically studying	30%	5%		25%
TOTAL	100%	35%	40%	25%
OUTCOMES		P1.1 P1.4 P2.2 P2.5 P3.1	P1.2 P1.7 P2.3	P3.2 P3.3

Course Outcomes	
A student:	
P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form
P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
P1.8	recognises the value of individual contributions to the artistic effectiveness of the whole
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, dramaturgy, designers, front-of-house staff, technical staff and producers
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P2.5	understands and demonstrates the commitment, collaboration and energy required for a production
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
P3.3	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
P3.4	appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

Economics – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Consumers and Business Group presentation	Markets Research task with Case Study	ALL Yearly Examination
		Term 1, 2024 Week 7	Term 2, 2024 Week 7	Term 3, 2024 Yearly Exam Block
		Group presentation	Research task with case study	Written Examination
Knowledge and understanding of course content	35%	5%	10%	20%
Stimulus based skills	20%		10%	10%
Inquiry and research	15%	10%	5%	
Communication of economic information, ideas and issues in appropriate forms	30%	15%	10%	5%
TOTAL	100%	30%	35%	35%
	OUTCOMES	P8 P10 P12	P7 P9 P11	P1 P2 P3 P5

Course 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

Engineering Studies – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Engineering Report Design Poster	Engineering Report	Biomedical Engineering
		Term 1, 2024 Week 10	Term 2, 2024 Week 10	Term 3, 2024 Yearly Exam Block
		Hand in	Hand in	Written Examination
Knowledge and understanding of course content	60%	10%	10%	40%
Knowledge and skills in research, problem solving and communication related to engineering practice	40%	20%	20%	
TOTAL	100%	30%	30%	40%
	OUTCOMES	P1.2 P2.1 P3.3 P4.1 P4.2 P5.1 P6.2	P1.2 P2.2 P3.2 P3.3 P4.3 P5.2 P6.1	P1.2 P2.1 P3.1 P3.3 P4.2 P4.3 P6.1

Course Outcomes	
A student:	
P1.1	identifies the scope of engineering and recognises current innovations
P1.2	describes the types of materials, components and processes and explains their implications for engineering development
P2.1	explains the relationship between properties, structure, uses and applications of materials in engineering
P2.2	describes the nature of engineering in specific fields and its importance to society
P3.1	uses mathematical, scientific and graphical methods to solve problems of engineering practice
P3.2	develops written, oral and presentation skills and applies these to engineering reports
P3.3	applies graphics as a communication tool
P4.1	describes developments in technology and their impact on engineering products
P4.2	describes the influence of technological change on engineering and its effect on people
P4.3	identifies the social, environmental and cultural implications of technological change in engineering
P5.1	demonstrates the ability to work both individually and in teams
P5.2	applies management and planning skills related to engineering
P6.1	applies knowledge and skills in research and problem-solving related to engineering
P6.2	applies skills in analysis, synthesis and experimentation related to engineering

English Advanced – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Common Module- Reading to Write Portfolio	Narrative That Shape Our World Multimodal presentation	Critical Study of Text Common Module Yearly Examination
		Term 1, 2024 Week 11	Term 3, 2024 Week 1	Term 3, 2024 Yearly Exam Block
		Hand in task	Hand in presentation	Written Examination
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%
	OUTCOMES	EA11-1 EA11-4 EA11-5 EA11-9	EA11-2 EA11-4 EA11-6 EA11-7	EA11-3 EA11-5 EA11-8

Course 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 – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Module A: Language and Texts in Context Extended Response	Module C: Texts and Society Multimodal Task	Module B: Close Study of Text Module A: Language and Texts in Context Yearly Examination
		Term 1, 2024 Week 10	Term 2, 2024 Week 10	Term 3, 2024 Yearly Exam Block
		In class response	In class - speaking, writing, listening, visually representing	Written Examination
Knowledge and understanding of course content	50%	20%	15%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
TOTAL	100%	35%	35%	30%
OUTCOMES		EAL11-1A EAL11-5 EAL11-6	EAL11-1B EAL11-2 EAL11-3 EAL11-7 EAL11-9	EAL11-1A EAL11-4 EAL11-5 EAL11-7 EAL11-8

Course Outcomes	
A student:	
EAL11-1A	responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL11-1B	communicates information, ideas and opinions in familiar personal, social and academic contexts
EAL11-2	uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
EAL11-3	identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
EAL11-4	applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL11-5	thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
EAL11-6	investigates and explains the relationships between texts
EAL11-7	understands and assesses the diverse ways texts can represent personal and public worlds
EAL11-8	identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
EAL11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

English Extension – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Texts, Culture and Value Critical essay	Texts, Culture and Value Related Research Project	Texts, Culture and Value Yearly Examination
		Term 1, 2024 Week 11	Term 3, 2024 Week 1	Term 3, 2024 Yearly Exam Block
		Hand in task	Multimodal hand in task	Written Examination
Knowledge and understanding of complex texts and of how and why they are valued	50%	15%	20%	15%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	20%	15%
TOTAL	100%	30%	40%	30%
	OUTCOMES	EE11-2 EE11-3 EE11-5 EE11-6	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5 EE11-6	EE11-1 EE11-2 EE11-3 EE11-5

Course 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 technologies
EE11-2	analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
EE11-3	thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
EE11-4	develops skills in research methodology to undertake effective independent investigation
EE11-5	articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
EE11-6	reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

English Standard – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Common Module - Reading to Write Composition with Reflection	Contemporary Possibilities Multimodal	Close Study of Literature Common Module Examination
		Term 1, 2024 Week 11	Term 2, 2024 Week 10	Term 3, 2024 Yearly Exam Block
		Hand in	Hand in	Written Examination
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%
OUTCOMES		EN11-1 EN11-4 EN11-5 EN11-9	EN11-2 EN11-6 EN11-7	EN11-1 EN11-3 EN11-8

Course 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 in different modes, media and technologies
EN11-3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EN11-4	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN11-5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-6	investigates and explains the relationships between texts
EN11-7	understands and explains the diverse ways texts can represent personal and public worlds
EN11-8	identifies and explains cultural assumptions in texts and their effects on meaning
EN11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

English Studies – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Common Module – Achieving Through English In class test	On The Road – English and the Experience of Travel Multimodal	Playing the Game – English in Sport Portfolio of Work across all modules
		Term 1, 2024 Week 11	Term 2, 2024 Week 7	Term 3, 2024 Week 7
		In class test	Hand in	Hand in
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in comprehending texts, communicating ideas, using language accurately, appropriately and effectively	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%
OUTCOMES		ES11-1 ES11-4 ES11-5 ES11-9	ES11-2 ES11-3 ES11-6	ES11-4 ES11-6 ES11-7 ES11-8 ES11-10

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

Food Technology – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Food Availability and Selection	Food Quality	Nutrition
		Term 1, 2024 Week 7	Term 2, 2024 Week 8	Term 3, 2024 Yearly Exam Block
		Report and Practical	Experiment Report	Written Examination
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in designing, researching, analysing and evaluating	30%	10%	10%	10%
Skills in experimenting with and preparing food by applying theoretical concepts	30%	15%	15%	
TOTAL	100%	35%	35%	30%
OUTCOMES		P1.2 P4.2	P3.2 P4.1 P4.4	P1.1 P2.1 P2.2 P3.1

Course Outcomes	
A student:	
P1.1	identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
P1.2	accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
P2.1	explains the role of food nutrients in human nutrition
P2.2	identifies and explains the sensory characteristics and functional properties of food
P3.1	assesses the nutrient value of meals/diets for particular individuals and groups
P3.2	presents ideas in written, graphic and oral form using computer software where appropriate
P4.1	selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
P4.2	plans, prepares and presents foods which reflect a range of the influences on food selection
P4.3	selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
P4.4	applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
P5.1	generates ideas and develops solutions to a range of food situations

Italian Beginners – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Introducing yourself and describing others	Home, Neighborhood, Education and Free Time	All topics Yearly Examination
		Term 1, 2024 Week 9	Term 2, 2024 Week 9	Term 3, 2024 Yearly Exam Block
		In-class task	In-class task	Written Examination
Listening	30%		20%	10%
Reading	30%	20%		10%
Speaking	20%		10%	10%
Writing	20%	10%		10%
TOTAL	100%	30%	30%	40%
OUTCOMES		1.1	2.1	1.1
		1.2	2.2	1.2
		1.3	2.3	1.3
		1.4	2.4	1.4
		2.1	2.5	2.1
		2.2	2.6	2.2
		2.3	3.1	2.3
		2.4	3.2	2.4
		2.5	3.3	2.5
		2.6	3.4	2.6
				3.1
				3.2
				3.3
		3.4		

Course 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 structures 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.

Legal Studies – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		The Legal System/Law in Practice Workbook & Viva Voce	The Individual and the Law	All topics Yearly Examination
		Term 1, 2024 Week 10	Term 2, 2024 Week 10	Term 3, 2024 Yearly Exam Block
		Hand In Workbook/In Class Presentation	In Class Essay	Written Examination
Knowledge and understanding of course content	40%	10%	10%	20%
Analysis and evaluation	20%	5%	10%	5%
Inquiry and research	20%	15%	5%	
Communication of legal information, ideas and issues in appropriate forms	20%	5%	10%	5%
TOTAL	100%	35%	35%	30%
OUTCOMES		P3 P7 P8	P4 P5 P9	P1 P2 P6 P10

Course 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

Mathematics Advanced – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		MA-F1 Working with Functions Question bank and open book validation test	MA-T1 Trigonometry and Measure of Angles MA-T2 Trigonometric Functions and Identities MA-C1 Introduction to Differentiation Written assessment	All topics Yearly Examination
		Term 1, 2024 Week 7	Term 2, 2024 Week 9	Term 3, 2024 Yearly Exam Block
		Hand in and open book validation test	In-class task	Written Examination
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%
OUTCOMES		MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-3 MA11-4 MA11-5 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9

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

Mathematics Extension – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		ME-F1 Further Work with Functions	ME-A1 Working with Combinatorics	All topics
		Written assessment	Video assignment and interview	Yearly Examination
		Term 1, 2024 Week 8	Term 2, 2024 Week 10	Term 3, 2024 Yearly Exam Block
	In-class task	Hand in task with an in-class component	Written Examination	
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%
	OUTCOMES	ME11-1 ME11-2 ME11-6 ME11-7	ME11-5 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-6 ME11-7

Course Outcomes	
A 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

Mathematics Standard – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		M1.1 Practicalities of Measurement M1.2 Perimeter, Area and Volume Question bank and open book validation test	A1 Formulae and Equations A2 Linear Relationships Written assessment	All topics Yearly Examination
		Term 1, 2024 Week 7	Term 2, 2024 Week 9	Term 3, 2024 Yearly Exam Block
		Hand in task with an in-class component	In-class task	Written Examination
Understanding, fluency and communication	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
TOTAL	100%	30%	30%	40%
OUTCOMES		MS11-3 MS11-4 MS11-9 MS11-10	MS11-1 MS11-2 MS11-6 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10

Course Outcomes A 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

Modern History – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		The Shaping of the Modern World: WWI WWI Sources Portfolio	Investigating Modern History: Historical Investigation – Research Essay	Investigating Modern History: Case Studies – Meiji Restoration & Decline and Fall of the Romanov Dynasty Yearly Exam
		Term 1, 2024 Week 8	Term 2, 2024 Week 7	Term 3, 2024 Yearly Exam Block
		Hand In	In Class Essay	Written Examination
Knowledge and understanding of course content	40%	10%		30%
Historical skills in the analysis and evaluation of sources and interpretations	20%	15%		5%
Historical inquiry and research	20%	5%	15%	
Communication of historical understanding in appropriate forms	20%		15%	5%
TOTAL	100%	30%	30%	40%
	OUTCOMES	MH11-4 MH11-6 MH11-7	MH11-2 MH11-5 MH11-8	MH11-1 MH11-3 MH11-9

Course 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

Music 1 – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Music of a Culture Viva Voce & Performance	Methods of Notating Music Composition & Performance (2 Pieces)	All Topics Aural Skills Examination
		Term 1, 2024 Week 9	Term 2, 2024 Week 8	Term 3, 2024 Yearly Exam Block
		Hand in & Performance	Hand in & Performance	Examination
Musicology	25%	25%		
Aural	25%			25%
Performance	25%	10%	15%	
Composition	25%		25%	
TOTAL	100%	35%	40%	25%
OUTCOMES		P1 P6	P1 P3	P4 P6

Course Outcomes	
A student:	
P1	performs music that is characteristic of the topics studied
P2	observes, reads, interprets and discusses simple musical scores characteristic of topics studied
P3	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
P4	recognises and identifies the concepts of music and discusses their use in a variety of musical styles
P5	comments on and constructively discusses performances and compositions
P6	observes and discusses concepts of music in works representative of the topics studied
P7	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
P8	identifies, recognises, experiments with and discusses the use of technology in music
P9	performs as a means of self-expression and communication
P10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
P11	demonstrates a willingness to accept and use constructive criticism

Music 2 – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Music of a Culture Musicology Essay & Performance	Music 1600-1900 Composition Body of Work & Performance & Sight Singing	Music 1600-1900 Musicology & Aural Skills Examination
		Term 1, 2024 Week 9	Term 2, 2024 Week 8	Term 3, 2024 Yearly Exam Block
		Hand in & Performance	Hand in & Performance	Examination
Musicology	25%	15%		10%
Aural	25%			25%
Performance	25%	10%	15%	
Composition	25%		25%	
TOTAL	100%	25%	40%	35%
OUTCOMES		P1 P7	P1 P2 P4	P2 P7

Course Outcomes A student:	
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
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
P8	understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied
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

Personal Development, Health and Physical Education (PDHPE) – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Core 2 The Body in Motion	Core 1 Better Health for Individuals	Yearly Examination
		Term 1, 2024 Week 10	Term 2, 2024 Week 9	Term 3, 2024 Yearly Exam Block
		Hand-in research task	Research/in class task	Written Examination
Knowledge and understanding of course content	45%	10%	10%	25%
Skills in critical thinking, research, analysis and communicating	55%	20%	20%	15%
TOTAL	100%	30%	30%	40%
OUTCOMES		P7 P8 P9 P10 P11 P16 P17	P1 P2 P3 P4 P5 P6 P15 P16	P1 P2 P3 P4 P5 P6 P10 P11 P12 P15 P16 P17

Course Outcomes	
A student:	
P1	identifies and examines why individuals give different meanings to health
P2	explains how a range of health behaviours affect an individuals health
P3	describes how an individual's health is determined by a range of factors
P4	evaluates aspects of health over which individuals can exert some control
P5	describes factors that contribute to effective health promotion
P6	proposes actions that can improve and maintain an individual's health
P10	plans for participation in physical activity to satisfy a range of individual needs
P11	assesses and monitors physical fitness levels and physical activity patterns
P12	demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
P15	forms opinions about health-promoting actions based on a critical examination of relevant information
P16	uses a range of sources to draw conclusions about health and physical activity concepts
P17	analyses factors influencing movement and patterns of participation

Physics – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Kinematics and Dynamics Depth Study	Waves and Thermodynamics Practical Assessment	All Modules Yearly Examination
		Term 1, 2024 Week 11	Term 3, 2024 Week 2	Term 3, 2024 Yearly Exam Block
		Hand-in task	In-class task	Written Examination
Knowledge and understanding of course content	40%	10%	5%	25%
Skills in working scientifically	60%	15%	30%	15%
TOTAL	100%	25%	35%	40%
	OUTCOMES	PH11-1 PH11-2 PH11-3 PH11-4 PH11-5 PH11-6 PH11-7 PH11-8	PH11-2 PH11-3 PH11-4 PH11-5 PH11-6 PH11-7 PH11-10	PH11-4 PH11-5 PH11-8 PH11-9 PH11-10 PH11-11

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

Society and Culture – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		The Social and Cultural World	Personal and Social Identity	Intercultural Communication
		Term 1, 2024 Week 10	Term 2, 2024 Week 10	Term 3, 2024 Week 7
		In class response Multiple choice and short answer	Mini Personal Interest Project	Interview question and analysis of research method
Knowledge and understanding of course content	50%	15%	20%	15%
Application and evaluation of social and cultural research methods	30%	10%	10%	10%
Communication of information, ideas and issues in appropriate forms	20%	5%	10%	5%
TOTAL	100%	30%	40%	30%
OUTCOMES		P1 P2 P9	P1 P5 P6 P7 P10	P3 P6 P8

Course 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, organises 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.

Software Engineering – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Programming Fundamentals	Mechatronics Project / OOP Project	Formal examination
		Term 1, 2024 Week 8	Term 2, 2024 Week 10	Term 3, 2024 Yearly Exam Block
		Individual Project	Group Project	Written Examination
Knowledge and understanding of course content	50%	10%	15%	25%
Knowledge and skills in the practical application of the content	50%	15%	25%	10%
TOTAL	100%	25%	40%	35%
	OUTCOMES	SE-11-01 SE-11-02 SE-11-06 SE-11-07	SE-11-01 SE-11-02 SE-11-03 SE-11-06 SE-11-07 SE-11-08 SE-11-09	SE-11-01 SE-11-03 SE-11-04 SE-11-05 SE-11-08

Course 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

Sport, Lifestyle and Recreation (SLR) – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Fitness	First Aid and Sports Injuries	Yearly Examination
		Term 1, 2024 Week 11	Term 2, 2024 Week 7	Term 3, 2024 Yearly Exam Block
		Assessment of practical skills	Critical Scenario Analysis	Written Examination
Knowledge and understanding of course content	50%	10%	20%	20%
Knowledge and skills in the practical application of the content	50%	20%	20%	10%
TOTAL	100%	30%	40%	30%
OUTCOMES		1.4	1.3	1.2
		2.4	2.5	1.3
		3.7	3.6	1.4
		4.5	4.2	2.2
			4.4	2.4
			4.5	2.5
				3.2
				3.3
				3.6
				3.7
				4.1
				4.2
		4.4		
		4.5		

Course Outcomes	
A student:	
1.2	explains the relationship between physical activity, fitness and healthy lifestyle
1.3	demonstrates ways to enhance safety in physical activity
1.4	investigates and interprets the patterns of participation in sport and physical activity in Australia
2.2	analyses the fitness requirements of specific activities
2.4	describes how societal influences impact on the nature of sport in Australia
2.5	describes the relationship between anatomy, physiology and performance
3.2	designs programs that respond to performance needs
3.3	measures and evaluates physical performance capacity
3.6	assesses and responds appropriately to emergency care situations
3.7	analyses the impact of professionalism in sport
4.1	plans strategies to achieve performance goal
4.2	demonstrates leadership skills and a capacity to work cooperatively in movement context
4.4	demonstrates competence and confidence in movement contexts
4.5	recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Visual Arts – Year 11 Course

COMPONENTS	WEIGHTING	TASK 1	TASK 2	TASK 3
		Modernity	Nature and Other Living Things	Art Criticism and Art History
		Term 2, 2024 Week 1	Term 3, 2024 Week 5	Term 3, 2024 Yearly Exam Block
		Artmaking & Art Criticism and Art History	Artmaking	Written Examination
Art Criticism and Art History	50%	20%		30%
Artmaking	50%	15%	35%	
TOTAL	100%	35%	35%	30%
OUTCOMES		P1 P8	P3 P4	P9 P10

Course 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	identifies the frames as the basis of understanding expressive representation through the making of art
P4	investigates subject matter and forms as representations in artmaking
P5	investigates ways of developing coherence and layers of meaning in the making of art
P6	explores a range of material techniques in ways that support artistic intentions
P7	explores the conventions of practice in art criticism 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



School Name: Inner Sydney High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the Kitchen	Task 2 Service Please	Optional EXAM
Code	Unit of Competency	Term 1	Term 2	Yearly Exam Block Term 3
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

* **Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

Year 11 Assessment Overview

	H9FA %	H9FA &	H9FA ' '
KYY _ ' 9		AT1 – Visual Arts	AT2 – English Advanced AT2 – English Extension
KYY _ ' 8			AT2 – Physics
KYY _ ' 7			
KYY _ ' (
KYY _ ')			AT2 – Visual Arts
KYY _ ' *			
KYY _ ' +	AT1 – Ancient History AT1 – Economics AT1 – Food Technology AT1 – Mathematics Advanced AT1 – Mathematics Standard	AT2 – Economics AT2 – English Studies AT2 – Modern History AT2 – SLR	AT3 – English Studies AT3 – Society and Culture
KYY _ ' ,	AT1 – Biology AT1 – D&T AT1 – Mathematics Extension AT1 – Modern History AT1 – Software Engineering	AT2 – Business Studies AT2 – Chemistry AT2 – Food Technology AT2 – Music 1 AT2 – Music 2	Yearly Exam Block (See individual courses for information)
KYY _ ' -	AT1 – Business Studies AT1 – Chemistry AT1 – Italian AT1 – Music 1 AT1 – Music 2	AT2 – Drama AT2 – Italian AT2 – Mathematics Advanced AT2 – Mathematics Standard AT2 – PDHPE	Yearly Exam Block (See individual courses for information)
KYY _ ' 9	AT1 – Engineering Studies AT1 – English EAL/D AT1 – Legal Studies AT1 – PDHPE AT1 – Society and Culture	AT2 – Ancient History AT2 – Biology AT2 – D&T AT2 – Engineering Studies AT2 – English EAL/D AT2 – English Standard AT2 – Legal Studies AT2 – Mathematics Extension AT2 – Society and Culture AT2 – Software Engineering	Yearly Exam Block (See individual courses for information)
KYY _ ' 9	AT1 – Drama AT1 – English Advanced AT1 – English Extension AT1 – English Standard AT1 – English Studies AT1 – SLR AT1 – Physics		



Illness / Misadventure Form

First Name: _____ Surname: _____

Year: _____ Subject: _____

Task Type: _____ Task Number: _____

Teacher's Name: _____ Due date: ____/____/____

I wish to inform the school of the following circumstances which affected my performance in the above Assessment Task.

Please tick one (or more)

- Circumstances prior to the Assessment Task affected my preparation for this task
- I was absent on the day of the Assessment Task
- I attempted the Assessment Task but was unable to complete it to my usual standard
- Other _____

Reason (if insufficient space, also write on the back of this page):

I have notified the Head Teacher of the subject of my absenteeism Yes / No

I have attached supporting documentation (eg. Medical Certificate) Yes / No

Student Signature: _____ Date: ____/____/____

Parent Signature: _____ Date: ____/____/____

STAFF USE ONLY

Outcome

- Student is to be awarded 'Unable to Assess'
- Student is to be awarded the grade they achieved in the Assessment Task
- Student is to hand in / sit for the Assessment Task on _____
- Student is to be given an estimated grade.

Comment:

Head Teacher Signature: _____ Date: ____/____/____

(Please print out and hand in to Head Teacher of the subject)