SHOALHAVEN HIGH SCHOOL

Providing Quality Education in a Caring, Supporting Environment

AIMING HIGHER

PRELIMINARY COURSES ASSESSMENT POLICY 2024

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SHOALHAVEN HIGH SCHOOL
YEAR 11 COURSES ASSESSMENT POLICY 2024

The purpose of this booklet

- To assist students to maximise their performance in their Preliminary Year.
- Discuss any details that are not clear with the relevant Head Teacher, Year Adviser or the Deputy Principal. REMEMBER TO SIGN UP FOR 'STUDENTS ONLINE' VIA NESA – all students will be given a guide to do this.

Attaining a Preliminary RECORD OF ACHIEVEMENT

- The NSW Educational Standards Authority (NESA) issues each student with a **Preliminary Record of Achievement.**
- This important credential recognises student effort and achievement during Year 11.
- NESA receives advice from the school as to each student's performance in each subject.
- NESA demands evidence of *"diligent and sustained effort"* and needs to be assured that each student has met *"some of the learning outcomes"* of the syllabus document.
- The Record of Achievement will be issued to students in early December 2024.

Shoalhaven High School applies essentially the same rules to Preliminary Courses that NESA sets down for HSC Courses. Although the assessment results in Preliminary Courses have no direct numerical effect on the final HSC results, they do:

- Provide students with regular feedback on their learning performance.
- Establish a ranking in each Preliminary Course.
- Help determine whether a student has successfully completed a course.

Benefits of Your Assessment Program

- Coming to terms with the assessment demands of the Senior School is a key feature of Year 11.
- A further benefit is that teachers can see how students are working and therefore judge more accurately whether the outcomes of the course they teach have been met.

What is an Assessment Task?

- The specific nature will vary from subject to subject.
- In broad terms an Assessment Task will test your *'knowledge, skills and understandings'* in specific 'outcome/s' of the course.
- The percentage value of the task will be clearly stated, as will the criteria for marking.
- Formal examinations are classed as Assessment Tasks.

Programming Assessment Tasks

- All Assessment Tasks are **compulsory.**
- Assessments are generally clustered into set blocks of weeks over the THREE terms of Year 11 courses in 2024.
- These blocks of weeks are free of planned excursions.
- Where an unforeseen event (such as a representative sporting event) cuts across a set Assessment Task, changes will be negotiated with the students affected.
- ***It is most important that ALL the students in a course do the Assessment Task under the same circumstances.*** Planning and adjustment of dates are done to ensure that no advantage or disadvantage to any students takes place.

Details of all Assessment Tasks should be
transferred to the planner in this booklet or onto your technology calendars eg mobiles.
This booklet should be kept for regular reference.

Notice of Assessment Tasks

- Students will be given adequate notice of the *specific nature* of an impending task, minimum of two (2) weeks.
- Teachers will provide Assessment Task notification outlining the due date, date of notification, the outcomes being assessed, a detailed description of the task and an assessment marking criteria. This will enable students to approach the task with confidence. If students are not sure about the content and/or nature of a particular task, seek advice from their teacher or relevant Head Teacher.
- The relevant Head Teacher will try to ensure that all the students in a course have the same access to any information about an Assessment Task, ***but*** **it is up to the student to take the initiative if she/he has been absent from class or school.** It is no excuse for a student to plead ignorance of assessment responsibility because they were not in class to get the information.
- If there is a need to amend the assessment schedule for any reason the Deputy Principal must be consulted, and the students notified in writing.

Submission of Assessment Tasks

- Assessment tasks **must be submitted on the due date or a mark of zero will be awarded** and the task must still be completed. An "N" determination for the task will be issued.
- Any student "who gains an unfair advantage" by any unauthorised absences from school or classes to work on assessment tasks will also be awarded zero. Students who are unfit to attend school and hand an assessment task in the due date must have supporting evidence stating their reason for being absent from school, i.e. doctor's certificate.

Special Circumstances and Adjustments

The only clear circumstances in which a student will be excused from handing in or doing an Assessment Task at the specified time involves:

- Illness that is testified to by a Doctor's Certificate. A Doctor's Certificate that does not make clear that the student was ill at the time the Assessment Task was due to be handed in, may not be deemed to cover the situation.
- Death in the family can also be supported by a Doctor's Certificate.
- Unforeseen event such as a car accident or sudden tragedy.
- A student who anticipates that a planned Assessment Task coincides with what might reasonably be seen as a responsibility that the student has (e.g. school representation at Regional or State level at sport) must inform the relevant Head Teacher as soon as possible.
- **Attending a Driver's Licence appointment or going shopping is <u>not</u> a reasonable excuse!**
- It should be realised that the aim is to run assessments so that **all** students in a course can be compared. It is an obligation on all those seeking a Preliminary Record of Achievement to abide by the rules.

In all cases a special circumstances appeal form needs to be collected from the Deputy Principal (see example in this booklet) and where these rules do not seem to cover a contingency, the Deputy Principal must be consulted.

The Principal is given discretion by NESA to introduce an additional task and/or to vary weightings if deemed necessary.

Student Warnings

- If a student misses even one Assessment Task, or makes a non-serious attempt, a written warning will be issued.
- Records of interview, where formal warning takes place, or letters home advising of missed work or poor attendance are kept as school records, as required by NESA.
- If a student's behaviour or lack of application suggests that this is impairing the learning of others, a formal process is initiated, whereby the student is officially warned that his/her place will be declared vacant.
- A warning letter is sent home to parents or care-givers (or to the student if they are over 17 years of age). A second letter makes clear that the student's place has been declared vacant; ie the student ceases to be a member of the school. The Deputy Principal conducts this procedure. Every effort is made to avert this situation.

Malpractice in Assessment Tasks

- Students are subject to the normal rules of the school during the undertaking of Assessment Tasks including examinations.
- Commonsense rules apply, aimed at ensuring that in a competitive situation, no one can gain by cheating, or by conduct of a nature that gives unfair advantage to a student or students, or that disadvantages other students.

Nonetheless, the rules should be explicit. In an assessment or examination, **no student may:**

- Speak to anyone other than a teacher.
- Behave in a way that may disturb another.
- Attend while under the influence of alcohol or drugs.
- Break any applicable school rule.
- Leave the examination without permission.
- Bring into the examination information in any set down form/ cheat.
- Have a mobile phone or smart watch in the examination room.

All work presented in an assessment must be your own; gaining an unfair advantage or plagiarism could lead to a zero mark being given. You will also be required to show proof of your own work if there is any doubt.

In terms of an assessment, consequences will be imposed by the Deputy Principal after consultation with the relevant Head Teacher and the classroom teacher. In the case of cheating, seeking to gain an advantage, or disadvantage of others, a student is likely to lose all marks for the task or examination.

However, the school may apply a greater punishment, since such behaviour is commonly regarded as reprehensible.

Special Note regarding Presentation of Assessment Tasks

All assessment tasks must be presented in hard copy format on A4 paper unless specifically stated otherwise. This means that tasks in digital format are not acceptable (unless specifically stated). Claims that computer malfunction caused late submission of assignments ***will not be accepted*** unless they can be substantiated by the production of draft work in hard copy format.

Best practice in relation to the use of computer technology and assessment work involves

a) Initial work, notes, planning etc in hand written form,
b) Regular saving or backup of work,
c) Production of hard copy of draft work as each page is completed.

If this process is followed, any hardware or software malfunction can be legitimately supported by the production of the above draft work.

Appeals

Students are advised to try to solve such problems through negotiation and personal dealings. Reviews or appeals over grades or marks may be applied for only on the ground that:

- The marks awarded for the Assessment Tasks are not consistent with those published in the school's Preliminary Course Assessment Policy.
- There has been a computational or clerical error.

A properly constituted Review Panel, which will include the Principal, Deputy Principal, relevant Head Teacher and a teacher not involved with the subject, will consider any formal appeal.

Coping with the Assessment Program

- Planning ahead is essential.
- The school is responsive to student concerns and individual needs.
- Support exists from your Deputy Principal, Year Adviser, subject teachers, the Learning Support staff and the Tutorial/Homework Centre.
- Regular Year meetings, special programs, guest speakers etc, strengthen a close relation among the senior students.

In 2024 each student is **expected** to have a **Learning Partner** (LP) in each subject. Your LP is your friend, someone with whom you share a common purpose, i.e. maximising learning. Swap phone numbers, email etc, celebrate successes and commiserate in times of stress. Most importantly you assist each other to maintain focus. In the best circumstances you will be part of a **Learning Circle** in each subject, 3-5 people with whom you will strive to achieve excellence. Reading each other's essays before completion, testing, brainstorming, taking notes and handouts during absences are just some of the strategies that Learning Circles can implement.

Your teachers will try to ensure that you meet your assessment obligations. Ultimately your success or failure, both in meeting the requirements of the course and in achieving your learning aims, will depend on you.

Think About YEAR 11 as a Balancing Act!!

Success in the Senior School can be regarded as an action-packed process of juggling priorities. Assessment Tasks are just part of the learning process. Responsibilities at home and in the community need to be intertwined with social involvements, leadership within the school and for many, part time work.

'Planning and Organising Activities', one of the Key Competencies, is a most crucial skill. Concentrating on this particular competency is an excellent preparation for your learning and working future.

Mr Jason McNeil
Deputy Principal

YEAR 11 ASSESSMENT DATES
2024

TERM 1 - TASK 1:

Weeks 10/11: All lines will be assessed during this period

TERM 2 - TASK 2:

Weeks 8/9: All lines will be assessed during this period

TERM 3 - TASK 3:

Weeks 9/10: Yearly exams will go for a period of 8 days

TERM 4 - HSC TASK 1

Weeks 8/9: All lines will be assessed during this period

PENALTIES FOR LATE SUBMISSION OF AN ASSESSMENT TASK

- Unless a **Special Circumstances Appeal has been negotiated** with the Deputy prior to the due date **0% will be recorded**
- **All** Assessment Tasks must still be submitted or your non-attempt will be recorded as possible grounds for an **'N Award".**
- See your teacher and/or the Deputy if you feel you are going to be unable to meet a deadline.

Year 11 Subject Lines 2024

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6
Aboriginal Studies	English - Advanced	Legal Studies	Agriculture	Drama	Chemistry
Mathematics - Advanced	English - Standard	Music	Ancient History	Engineering Studies	Earth and Environmental Studies
Mathematics - Standard	English - Studies	PDHPE	Biology	Marine Studies	Hospitality VET
Photography		Society and Culture	Community and Family Studies	Modern History	Industrial Technology - Metal
Skills for Work VET		Sport, Life, Recreation	Construction VET	Physics	Visual Art

The Requirements of the Education Act 1990 and as prescribed by NESA in relation to New South Wales Higher School Certificate

A: The *Education Act 1990* provides for the Higher School Certificate to be awarded by NESA to students who have:

- gained a RECORD OF SCHOOL ACHIEVEMENT – ROSA (or other qualifications considered satisfactory by NESA)
- attended a government school (or registered and accredited non-government school)
- participated, to NESA's satisfaction, in courses of study which have been determined to be appropriate
- completed those courses to NESA's satisfaction
- undertaken the requisite examinations or other forms of assessment
- complied with any requirements prescribed by the Regulations or any requirements imposed by the Minister or NESA.

NESA may refuse to grant a Higher School Certificate to a student whose attendance or application at school has been of such an unsatisfactory character that the award of the certificate would not, in the opinion of NESA, be justified.

B: The curriculum during Year 11 and Year 12 for students who are candidates for the Higher School Certificate must meet the following requirements:

(a) courses of study of a general description determined by the Minister on the recommendation of NESA are to be provided for each student in each year.

(b) those courses of study are to include a course of study in English.

(c) those courses of study are to comply with a pattern of study determined by the Minister on the recommendation of NESA.

(d) those courses of study are to be taught in accordance with a syllabus developed or endorsed by NESA and approved by the Minister.

ASSESSMENT PLANNER YEAR 11 COURSE 2024

Term 1, 2024

Week	Due Date	Subject	Task	Handed In
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				

Term 2, 2024

Week	Due Date	Subject	Task	Handed In
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Term 3, 2024

Week	Due Date	Subject	Task	Handed In
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

SPECIAL CIRCUMSTANCES APPEAL FORM
Stage 6 Assessment Task

1. Collect the form from the Deputy
2. Complete the form and attach the relevant Medical Certificate or statement
3. Take the form to the subject/s Head Teacher/s and have them make a comment
4. Return the form to the Deputy for approval

Name: _____ Date: _ _ / _ _ / _ _ _ _

Subject/s: _____

_____

Teacher/s: _____

_____

Type of Assessment Task: _____

_____

Reason for missing Assessment Task:

_____

_____

_____

_____

_____

Medical Certificate attached from:

_____

I have attached a statement from: _____

Head Teacher/s Comment: _____

_____

_____

Deputy was notified on _ _ / _ _ / _ _ _ _ by _____

_____

Student's Signature: _____

APPEAL: ❑ Approved ❑ Not Approved

Deputy's Signature:

_____

LINE 1

FACULTY: Human Society and Its Environment

SUBJECT: ABORIGINAL STUDIES

HEAD TEACHER: T Finucane

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	Research Task Aboriginality and The Land **Week 10-11 Term 1 2024**	Interview and Written Response Heritage and Identity **Week 8-9 Term 2 2024**	Final Course Examination All Preliminary Topics **Week 9-10 Term 3 2024**	%
Outcomes	P1.1, P1.2, P2.1, P2.2	P3.1, P4.1, P4.2	P1.3, P3.2, P3.3, P4.3	
Assessment Components				
Knowledge and understanding of course content	10	10	20	40
Investigation, analysis, synthesis & evaluation of information from a variety of sources & perspectives	10	5		15
Research and inquiry methods, including aspects of the Local Community case study	10	10		20
Communication of information, ideas & issues in appropriate forms	5	10	10	25
TOTAL	35	35	30	100

KEY OUTCOMES:

A student:

P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples

P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights

P1.3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures

P2.1 explains the meaning of the Dreaming to Aboriginal peoples

P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples

P3.1 describes government policies, legislation and legal decisions in relation to racism and discrimination

P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity

P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions

P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives

P4.2 undertakes community consultation and fieldwork and applies ethical research practices

P4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

FACULTY: Mathematics

SUBJECT: MATHEMATICS ADVANCED

HEAD TEACHER: I Woods

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	Assignment **Week 9-10 Term 1 2024**	In-class Test **Week 8-9 Term 2 2024**	Formal Examination **Week 9-10 Term 3 2024**	%
Outcomes **Topic/Module**	**MA11-1, MA11-2** *MA11-8, MA11-9*	MA11-1, MA11-2, **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*	
F1 Working with functions	20			20
T1 Trigonometry and Measure of Angles **T2** Trigonometric Functions and Identities **C1.1** Gradients of Tangents **C1.2** Difference Quotients		40		40
C1.3 The Derivative Function **C1.4** Calculations with Derivatives **E1** Logarithms and Exponentials **S1** Probability and Discrete Probability Distributions			40	40
TOTAL	20	40	40	100
Assessment Components				
Understanding, Fluency and Communication	10	20	20	50
Problem-solving, Reasoning and Justification	10	20	20	50
TOTAL	20	40	40	100

KEY OUTCOMES:

All aspects of Working Mathematically, as described in the syllabus document, are integral to the outcomes of the Mathematics Advanced Stage 6 course, in particular outcomes MA12-9 and MA12-10.

- 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 alternative solutions to 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*

FACULTY: Mathematics

SUBJECT: MATHEMATICS STANDARD

HEAD TEACHER: I Woods

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	In-class test **Week 9-10 Term 1**	Assignment **Week 8-9 Term 2**	Formal Examination **Week 9-10 Term 3**	%
Outcomes **Topic/Module**	**MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, 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*	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8 *MS11-9, MS11-10*	
A1 Formulae and Equations **F1.2** Earning and Managing Money **M1.1** Practicalities of Measurement	30			30
M1.3 Units of Energy and Mass **S2** Relative Frequency and Probability **M1.2** Perimeter, Area and Volume **S1.1** Classifying and Representing Data		30		30
A2 Linear Relationships **F1.1** Interest and Depreciation **S1.2** Exploring and Describing Data **M2** Working with Time			40	40
TOTAL	30	30	40	100
Assessment Components				
Understanding, Fluency and Communication	20	10	20	50
Problem-solving, Reasoning and Justification	10	20	20	50
TOTAL	30	30	40	100

KEY OUTCOMES:

All aspects of Working Mathematically, as described in the syllabus, are integral to the outcomes of the Mathematics Standard Stage 6 course, in particular outcomes MS12-9 and MS12-10.

- 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 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**.*

FACULTY: Creative and Performing Arts

SUBJECT: PHOTOGRAPHY

HEAD TEACHER: M Snape

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	Practical Assignments, Diary, Research **Week 10-11 Term 1 2024**	Diary, Exhibition of Works, Critical Reviews **Week 8-9 Term 2 2024**	Practical Assignments Examination **Week 9-10 Term 3 2024**	%
Outcomes	M3, M5, M6 CH1, CH5	M2, M4, M5, CH3, CH4,	M1, M3, M5 CH1, CH2	
Assessment Components				
Making	30	20	20	70
Critical and Historical Studies	10	10	10	30
TOTAL	40	30	30	100

KEY OUTCOMES:

A student:

M1 generates a characteristic style that is increasingly self-reflective in their photographic practice

M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response in their making of photographs

M3 investigates different points of view in the making of photographs

M4 generates images and ideas as representations/simulations in the making of photographs

M5 develops different techniques suited to artistic intentions in the making of photographs

M6 takes into account issues of occupational health and safety in the making of photographs

CH1 generates in their critical and historical practice ways to interpret and explain photography

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 their 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

CH5 recognises how photography is used in various fields of cultural production

***M**	**Outcomes for making**	***CH**	**Outcomes for critical and historical studies**

FACULTY: TAS

SUBJECT: SKILLS FOR WORK AND VOCATIONAL PATHWAYS

HEAD TEACHER: J Foster

- Will achieve Certificate II – Skills for Work and Vocational Pathways
- This course is based upon achieving unit competencies which are marked as *'Competent'* or '*Not-yet Competent'.*
- Each unit competency contains a number of learning tasks and activities which must be fully completed to achieve competency.
- Assessment in this course is an ongoing and inter-related process throughout the course and is not the result of passing one exam or task.

Note: All practical activities constitute Assessment Tasks. They provide the opportunities for students to demonstrate competence.

Assessment Events for Statement of Attainment towards FSK20119 Certificate II in Skills and Vocational Pathways		**Method 1** **Direct observation** – real time, simulated environment	**Method 2** **Product based method** – structured activities e.g. role plays, work samples, presentation, reports	**Method 3** **Portfolio** – purposeful collection of annotated and validated pieces of evidence compiled by	**Method 4** **Questioning** – written or oral related to knowledge e.g. quizzes, interviews
Assessment due		Week: 10-11 Term: 1	Week: 4-5 Term: 2	Week: 8-9 Term: 2	Week: 9-10 Term: 3
Code	**Unit of Competency**				
FSKNUM014	Calculate with whole numbers and familiar fractions, decimals and percentages for work		X		X
FSKRDG009	Read and respond to routine standard operating procedures	X			X
FSKDIG003	Use digital technology for non-routine workplace tasks				X
FSKLRG010	Use routine strategies for career planning	X			X
FSKOCM004	Use oral communication skills to participate in workplace meetings	X			X
FSKOCM007	Interact effectively with others at work	X			X
BSBWHS211	Contribute to health and safety of self and others	X			X

BSBOPS203	Deliver a service to customers	X			X
FNSFLT211	Develop and use personal budgets	X			X
FNSFLT212	Develop and use a savings plan	X			X

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards FSK20119 Certificate II in Skills and Vocational Pathways

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.

LINE 2

FACULTY: English

SUBJECT: ENGLISH ADVANCED

HEAD TEACHER: L Bailey

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	Creative Response and Reflection **Week 10-11 Term 1 2024**	Multimodal Presentation **Week 8-9 Term 2 2024**	Examination **Week 9-10 Term 3 2024**	%
Outcomes	EA11-1, EA11-3, EA11-4, EA11-5, EA11-7, EA11-9	EA11-1, EA11-2, EA11-3, EA11-6, EA11-8	EA11-1, EA11-3, EA11-5, EA11-6, EA11-7	
Assessment Components				
Knowledge and understanding of course content	15	17.5	17.5	50
Skills in responding and communicating	15	17.5	17.5	50
TOTAL	30	35	35	100

KEY 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

FACULTY: English

SUBJECT: ENGLISH STANDARD

HEAD TEACHER: L Bailey

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	Creative Response and Reflection **Week 10-11 Term 1 2024**	Multimodal Presentation and Listening **Week 8-9 Term 2 2024**	Examination **Week 9-10 Term 3 2024**	%
Outcomes	EN11-1, EN11-3, EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-6, EN11-7, EN11-8	EN11-1, EN11-3, EN11-5, EN11-6, EN11-7	
Assessment Components				
Knowledge and understanding of course content	15	17.5	17.5	50
Skills in responding and communicating	15	17.5	17.5	50
TOTAL	30	35	35	100

KEY 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

FACULTY: English

SUBJECT: ENGLISH STUDIES

HEAD TEACHER: L Bailey

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	Response and Reflection **Week 10-11 Term 1 2024**	Multimodal Presentation **Week 8-9 Term 2 2024**	Collection of Classwork **Week 9-10 Term 3 2024**	%
Outcomes	ES11-3, ES11-4, ES11-5, ES11-7, ES11-10	ES11-1, ES11-3, ES11-6, ES11-7, ES11-8	ES11-1, ES11-2, ES11-4, ES11-5, ES11-7, ES11-9	
Assessment Components				
Knowledge and understanding of course content	15	15	20	50
Skills in responding and communicating	15	15	20	50
TOTAL	30	30	40	100

KEY 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

LINE 3

FACULTY: Human Society and Its Environment

SUBJECT: LEGAL STUDIES

HEAD TEACHER: T Finucane

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	Research + In Class Extended Response: The Legal System (Law Reform in Action) **Week 10-11, Term 1 2024**	Report + Multimedia Presentation: The Individual and the Law **Week 8-9, Term 2 2024**	Yearly Examination: All Preliminary Topics **Week 9-10, Term 3 2024**	%
Outcomes	P8, P9	P4, P5, P6	P1, P2, P3, P7, P10	
Assessment Components				
Knowledge and understanding of the course content	10	5	25	40
Analysis and evaluation	5	5	10	20
Inquiry and research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	5	10	5	20
WEIGHTING	**30**	**30**	**40**	**100**

KEY OUTCOMES:

A student:

P! 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

FACULTY: Creative and Performing Arts

SUBJECT: MUSIC 1

HEAD TEACHER: M Snape

Component	Task 1	Task 2	Task 3	Assessment Weighting
	Week 10-11 Term 1 2024	**Week 8-9 Term 2 2024**	**Week 9-10 Term 3 2024**	%
Outcomes	P4, P5, P6	P2, P3, P4, P5, P6, P7, P8, P11	P1, P2, P4, P6, P9, P10	
Assessment Components				
Performance			25	25
Aural	25			25
Composition		25		25
Musicology		10	15	25
TOTAL	25	35	40	100

KEY OUTCOMES:

A student:

P1	Performs Music that is characteristic of the topics studied
P2	Observes, read, 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 historic 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 performance 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

FACULTY: PDHPE

SUBJECT: PRELIMINARY PDHPE

HEAD TEACHER: O Patterson (R)

Component	Task 1	Task 2	Task 3	Assessment Weighting
	Case Study/Report Core 1 – Better Health for Individuals **Week 10-11 Term 1 2024**	Skill Analysis Core 2 – Body in Motion **Week 8-9 Term 2 2024**	Examination **Week 9-10 Term 3 2024**	%
Outcomes	P1, P2 , P3, P4, P5, P6, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1, P2 , P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14, P15, P16,	
Assessment Components				
Knowledge and Understanding of the course content			40	40
Skills in critical thinking research, analysis and communication	30	30		60
TOTAL	30	30	40	100

KEY OUTCOMES:

A student:

P1 identifies and examines why individuals give different meanings to health
P2 explains how a range of health behaviours affect an individual's 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
P7 explains how body systems influence the way the body moves
P8 describes the components of physical fitness and explains how they are monitored
P9 describes biomechanical factors that influence the efficiency of the body in motion
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
P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities
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.

FACULTY: Human Society and Its Environment

SUBJECT: SOCIETY AND CULTURE

HEAD TEACHER: T Finucane

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	Research Task The Social and Cultural World **Week 10-11 Term 1 2024**	Primary Research Task Personal & Social Identity **Week 8-9 Term 2 2024**	Final Course Examination All Preliminary Topics **Week 9-10 Term 3 2024**	%
Outcomes	P1, P3, P7, P10	P2, P8, P9, P10	P4, P5, P6, P9	
Assessment Components				
Knowledge and understanding of course content	10	15	25	50
Application and evaluation of social and cultural research methods	10	15	5	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
TOTAL	25	40	35	100

KEY 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

FACULTY: PDHPE

SUBJECT: PRELIMINARY SPORT, LIFESTYLE AND RECREATION

HEAD TEACHER: O Patterson (R)

Component	Task 1	Task 2	Task 3	Assessment Weighting
	Fitness/Aquatics Aquatics Practical Demonstration **Week 10-11 Term 1 2024**	Sport Administration Racquet Sports Practical Assessment **Week 8-9 Term 2 2024**	Individual Games and Sport Applications Leisure Sports Practical Assessment **Week 9-10 Term 3 2024**	%
Outcomes	P1.2, P1.3, P2.2, P3.2, P3.3, P4.4, P5.2, P5.3, P5.4, P5.5	P1.2, P2.1, P2.2, P2.3, P2.5, P3.2, P3.3, P4.4	P1.1, P1.3, P2.1, P2.2, P3.1, P3.2, P4.1 P4.2, P4.5, P5.2, P5.3, P5.4, P5.5	
Assessment Components				
Knowledge and Understanding	20	15	15	50
Skills	20	15	15	50
TOTAL	40	30	30	100

KEY OUTCOMES:

A student:

P1.1 applies the rules and conventions that relate to participation in a range of physical activities
P1.2 explains the relationship between physical activity, fitness and healthy lifestyle
P1.3 demonstrates ways to enhance safety in physical activity
P1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
P1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
P1.6 describes administrative procedures that support successful performance outcomes
P2.1 explains the principles of skill development and training
P2.2 analyses the fitness requirements of specific activities
P2.3 selects and participates in physical activities that meet individual needs, interests and abilities
P2.4 describes how societal influences impact on the nature of sport in Australia
P2.5 describes the relationship between anatomy, physiology and performance
P3.1 selects appropriate strategies and tactics for success in a range of movement contexts
P3.2 designs programs that respond to performance needs
P3.3 measures and evaluates physical performance capacity
P3.4 composes, performs and appraises movement
P3.5 analyses personal health practices
P3.6 asses and responds appropriately to emergency care situations
P3.7 analyses the impact of professionalism in sport
P4.1 plans strategies to achieve performance goal
P4.2 demonstrates leadership skills and a capacity to work co-operatively in movement context
P4.3 makes strategic plans to overcome the barriers to personal and community health
P4.4 demonstrates competence and confidence in movement contexts
P4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
P5.1 accepts responsibility for personal and community health
P5.2 willingly participates in regular physical activity
P5.3 values the importance of an active lifestyle
P5.4 values the features of a quality performance
P5.5 strives to achieve quality in personal performance

LINE 4

FACULTY: Science

SUBJECT: AGRICULTURE

HEAD TEACHER: J Newport (R)

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	Nutrition Trial **Week 10-11 Term 1 2024**	Farm Study **Week 8-9 Term 2 2024**	Examination **Week 9-10 Term 3 2024**	%
Outcomes	P2.2, P3.1, P4.1	P1.1, P1.2, P2.3, P3.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P3.3	
Assessment Components				
Knowledge and understanding of Australian Agricultural Systems	10	20	10	40
Knowledge, understanding, and skills required to manage agricultural production systems	20	10	10	40
Skills in effective research, experimentation, and communication	5	10	5	20
TOTAL	35	40	25	100

KEY OUTCOMES:

A student:

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

P1.2 Describes the factors that influence agricultural systems

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

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

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

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

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

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

FACULTY: Human Society and Its Environment

SUBJECT: ANCIENT HISTORY

HEAD TEACHER: T Finucane

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	Case Study Investigating Ancient History **Week 10-11 Term 1 2024**	Research and Presentation Historical Investigation **Week 8-9 Term 2 2024**	Final Course Examination All Preliminary Topics **Week 9-10 Term 3 2024**	%
Outcomes	AH11-1, AH11-6, AH11-7, AH11-10	AH11-1, AH11-5, AH11-6, AH11-8	AH11-2, AH11-3, AH11-4, AH11-9	
Assessment Components				
Knowledge and understanding of course content	5		35	40
Historical skills in the analysis and evaluation of sources and interpretations	15		5	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	10	10		20
TOTAL	30	30	40	100

KEY 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

FACULTY: Science

SUBJECT: BIOLOGY

HEAD TEACHER: J Newport (R)

Component	Task 1	Task 2	Task 3	Assessment Weighting
	1st Hand Investigation **Week 10-11 Term 1 2024**	Research **Week 8-9 Term 2 2024**	Examination **Week 9-10 Term 3 2024**	%
Outcomes	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-7, BIO11-11	BIO11-1, BIO11-4, BIO11-5, BIO11-5, BIO11-7, BIO11-10	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Assessment Components				
Skills	25	25	10	60
Knowledge and understanding	5	5	30	40
TOTAL	30	30	40	100

KEY OUTCOMES:

A student:

Questioning and predicting:

BIO11-1 develops and evaluates questions and hypotheses for scientific investigation

Planning investigations:

BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

Conducting investigations:

BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information

Processing data and information:

BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

Analysing data and information:

BIO11-5 analyses and evaluates primary and secondary data and information

Problem solving:

BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

Communicating:

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

FACULTY: TAS

SUBJECT: COMMUNITY & FAMILY STUDIES

HEAD TEACHER: J Foster

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	Resource Management **Week 10-11 Term 1 2024**	Assessment/Examination **Week 8-9 Term 2 2024**	Examination **Week 9-10 Term 3 2024**	%
Outcomes **Topic/Module**	P1.1, P2.1, P2.2, P2.3, P3.1, P6.1	P1.2, P2.1, P2.2, P3.1, P5.1, P6.1, P6.2	P1.2, P2.1, P2.2, P2.3, P2.4, P3.2, P4.1, P4.2, P6.2	
Assessment Components				
Skills and Understanding	10	10	20	40
Skills in: • Applying management process • Promoting well being	5	10	10	25
Knowledge & Understanding about Research Methodology	10	15	10	35
TOTAL	25	35	40	100

KEY OUTCOMES:

A student:

P1.1 describes the contribution an individual's experiences values attitudes and beliefs make to the development of goals
P1.2 propose effective solutions to resource problems
P2.1 accounts for the roles and relationships that individual's adopt within groups
P2.2 describes the role of the family and other groups in the socialization of individuals
P2.3 examines the role of leadership and group dynamics in contribution to positive inter-personal relationships and achievement
P2.4 analyses the inter-relationships between internal and external factors and their impact on family functioning
P3.1 explains the changing nature of families and communities in contemporary society
P3.2 analyses the significance of gender in defining roles and relationships
P4.1 utilises research methodology appropriate to the study of social issues
P4.2 presents information in written oral and graphic form
P5.1 applies management processes to maximize the efficient use of resources
P6.1 distinguishes those actions that enhance well-being
P6.2 uses critical thinking skills to enhance decision-making

FACULTY: TAS

SUBJECT: CONSTRUCTION (FRAMEWORK)

HEAD TEACHER: J Foster

- Must have completed 70 hours work placement (completed over two years). Failure to complete will result in an 'N' Award in Construction Pathways.
- Will achieve Certificate II – Construction Pathways.
- This course is based upon achieving unit competencies which are marked as *'Competent'* or '*Not-yet Competent'.*
- Each unit competency contains a number of learning tasks and activities which must be fully completed to achieve competency.
- Assessment in this course is an ongoing and inter-related process throughout the course and is not the result of passing one exam or task.

Note: All practical activities constitute Assessment Tasks. They provide the opportunities for students to demonstrate competence.

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM
			Week 4 Term 1	Week 10-11 Term 1	Week 8-9 Term 2	Week 9-10 Term 3	Week 9-10 Term 3
Code	**Unit of Competency**	**HSC Examinable Unit**					
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		

CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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”. Depending on the achievement of units of competency, the possible qualification outcome is a CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using the HSC Trial Exam result.

HSC Examinable units are specified in the above table.

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”.

LINE 5

FACULTY: Creative and Performing Arts

SUBJECT: DRAMA

HEAD TEACHER: M Snape

Component	Task 1	Task 2	Task 3	Assessment Weighting
	Group Performance (GP) Improvisation, Playbuilding and Acting **Week 10-11 Term 1 2024**	Individual Project (IP) Elements of Production in Performance **Week 8-9 Term 2 2024**	Course Examination Theatrical Traditions and Performance Style **Week 9-10 Term 3 2024**	%
Outcomes	P1.1, P1.2, P1.3, P1.5, P1.6, P1.7, P1.8, P2.4, P2.5, P2.6,	P1.4, P2.1, P2.2, P3.1, P3.2, P3.4	P1.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3,	
Assessment Components				
Making	15	15	10	40
Performing	10	5	15	30
Critical Study	5	10	15	30
TOTAL	30	30	40	100
TOTAL	30	30	40	100

KEY 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, dramaturg, designers, front-of-house staff, technical staff and producers
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

Faculty: Technology & Applied Studies

SUBJECT: ENGINEERING STUDIES

HEAD TEACHER: Mr J Foster

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	Investigation and Portfolio **Week 10-11 Term 1 2024**	Braking Systems Presentation **Week 8-9 Term 2 2024**	Biomedical Project and Formal Engineering Report **Week 9-10 Term 3 2024**	%
Outcomes	P1.2, P2.1, P2.2, P3.3, P5.2	P1.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.3, P5.2, P6.1, P6.2	P1.1, P2.2, P3.2, P3.3, P4.2, P5.1, P5.2	
Assessment Components				
Understanding the scope and role of engineering including management and problem solving	15	10		25
Knowledge and understanding of engineering principles	15		10	25
Knowledge and understanding of developments in technology		20		20
Skills in research, problem solving and communication related to engineering			30	30
TOTAL	30	30	40	100

KEY OUTCOMES:

A student:

P1.1 identifies the scope of engineering and recognises current innovations
P1.2 explains the relationship between properties, structure, uses and applications of materials in engineering
P2.1 describes the types of materials, components and processes and explains their implications for engineering development
P2.2 describes the natures of engineering in specific fields and its importance to society
P3.1 uses mathematical, scientific and graphic 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

FACULTY: Science

SUBJECT: MARINE STUDIES

HEAD TEACHER: J Newport (R)

Component	Task 1	Task 2	Task 3	Assessment Weighting
	First Aid Presentation Based on Marine Safety and First Aid and Life in the Sea **Week 10-11 Term 1 2024**	Art Project, Case Study and Recruitment Brochure **Week 8-9 Term 2 2024**	Examination Based on all Modules **Week 9-10 Term 3 2024**	%
Outcomes	P1.1, P1.2, P1.3, P1.4, P1.5, P2.1, P2.3, P3.1, P3.2, P3.3, P3.4, P4.1, P4.2, P5.1,, P5.3, P5.4	P1.1, P1.2, P1.3, P1.4, P1.5, P2.1, P2.3, P3.1, P3.2, P3.3, P3.4, P4.1, P4.2, P5.1,, P5.3, P5.4	P1.1, P1.2, P1.3, P1.4, P1.5, P2.1, P2.3, P3.1, P3.2, P3.3, P3.4, P4.1, P4.2, P5.1,, P5.3, P5.4	
Assessment Components				
Knowledge and Understanding	10	10	15	35
Skills Associated with Practical Activities	10	10	20	40
Problem Solving and Communication	10	10	5	25
TOTAL	30	30	40	100

KEY OUTCOMES:

A student:

P1.1 Relates with a respectful and caring attitude to the ocean and its life forms
P1.2 Identifies the roles of individuals or groups involved in maritime activities
P1.3 Recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
P1.4 Recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
P1.5 Demonstrates an awareness of the value of the ocean as a source of historical information
P2.1 Appreciates the importance of effective management practice
P2.2 Works effectively within a group
P2.3 Communicates information by writing reports, giving short talks and contributing to discussion
P3.1 Evaluates information, situations, equipment manuals and written or manual procedures
P3.2 Collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
P3.3 Generates information from data by calculating, inferring, interpreting and generalising
P3.4 Carries out planned research activities using appropriate measurements, observations, classification and recording skills
P4.1 Identifies marine vocations and a range of leisure pursuits
P4.2 Appreciates marine environments as sources of employment and leisure
P5.1 Values the rules and operating principles of marine equipment and applies them
P5.2 Applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
P5.3 Interprets and follow instructions, with accuracy
P5.4 Selects, organizes, assembles, dismantles, cleans and returns equipment

FACULTY: Human Society and Its Environment

SUBJECT: MODERN HISTORY

HEAD TEACHER: T Finucane

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	In-class Essay Investigating Modern History **Week 10-11 Term 1 2024**	Research and Presentation Historical Investigation **Week 8-9 Term 2 2024**	Final Course Examination All Preliminary Topics **Week 9-10 Term 3 2024**	%
Outcomes	MH11-6, MH11-7, MH11-10	MH11-6, MH11-7, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9	
Assessment Components				
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
TOTAL	30	30	40	100

KEY 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

FACULTY: Science

SUBJECT: PHYSICS

HEAD TEACHER: J Newport (R)

Component	Task 1	Task 2	Task 3	Assessment Weighting
	Depth Study **Week 10-11 Term 1 2024**	Practical **Week 8-9 Term 2 2024**	Examination **Week 9-10 Term 3 2024**	%
Outcomes	PH11/12-1, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-5, PH11/12-6, PH11/12-7, PH11-9	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	
Assessment Components				
Skills	25	25	10	60
Knowledge and understanding	5	5	30	40
TOTAL	30	30	40	100

KEY OUTCOMES:

A student:

Questioning and Predicting: PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

Planning investigations: PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

Conducting investigations: PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

Processing data and information: PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

Analysing data and information: PH11/12-5 analyses and evaluates primary and secondary data and information

Problem solving: PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

Communicating: PH11/12-7 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

LINE 6

FACULTY: Science

SUBJECT: CHEMISTRY

HEAD TEACHER: J Newport (R)

Component	Task 1	Task 2	Task 3	Assessment Weighting
	1st Hand Investigation **Week 10-11 Term 1 2024**	Depth Study **Week 8-9 Term 2 2024**	Examination **Week 9-10 Term 3 2024**	%
Outcomes	CH11-1, CH11-2, CH11-3, CH11-4, CH11-7, CH11-8,	CH11-1, CH11-4, CH11-5, CH11-6, CH11-7, CH11-9,	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
Assessment Components				
Skills	25	25	10	60
Knowledge and understanding	5	5	30	40
TOTAL	30	30	40	100

KEY OUTCOMES:

A student:

Questioning and predicting: CH11-1 develops and evaluates questions and hypotheses for scientific investigation

Planning investigations: CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

Conducting investigations: CH112-3 conducts investigations to collect valid and reliable primary and secondary data and information

Processing data and information: CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

Analysing data and information: CH11-5 analyses and evaluates primary and secondary data and information

Problem solving: CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

Communicating: 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

FACULTY: Science

SUBJECT: EARTH AND ENVIRONMENTAL SCIENCE

HEAD TEACHER: J Newport (R)

Component	Task 1	Task 2	Task 3	Assessment Weighting
	Practical **Week 10-11 Term 1 2024**	Depth Study **Week 8-9 Term 2 2024**	Examination **Week 9-10 Term 3 2024**	%
Outcomes	EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-7, EES11-8	EES11/12-1, EES11/12-4, EES11/12-5, EES11/12-6, EES11-9	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9 EES11-10 , EES11-11	
Assessment Components				
Skills	25	25	10	60
Knowledge and understanding	5	5	30	40
TOTAL	30	30	40	100

KEY OUTCOMES:

A student:

Questioning and predicting:
EES11/12-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations:
EES11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations:
EES11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information:
EES11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information:
EES11/12-5 analyses and evaluates primary and secondary data and information
Problem solving:
EES11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes Communicating:
EES11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES11-8 describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated
EES11-9 describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES11-10 describes the factors that influence how energy is transferred and transformed in the Earth's systems
EES11-11 describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

FACULTY: TAS

SUBJECT: HOSPITALITY

HEAD TEACHER: J Foster

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Safety in the kitchen	Task 2 Service please	EXAM
		Week 1-2 Term 2	Week 4-5 Term 3	Week 9-10 Term 3
Code	**Unit 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		
SITHCCC025	Prepare and present sandwiches	X		
SITXCOM007	Show social and cultural sensitivity		X	
SITXCCS011	Interact with customers		X	

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

*** 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”.

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20421 Certificate II in Cookery.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using the Trial HSC Examination (100% weighting)

*** 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”.

KEY OUTCOMES:

A student:

- Must have completed 70 hours work placement (best completed in Year 11). Failure to complete work placement will result in an 'N' award in Hospitality Operations
- Will achieve a Statement of Attainment towards Certificate II
- This course is based on achieving competencies which are marked as "Competent" or “Non-competent".
- Each competency involves a number of tasks which must be fully completed to be deemed competent
- Assessment in this course is an ongoing and inter-related process throughout the course and not the result of passing an exam or one task
- NOTE - All practical lessons are to be considered Assessment Tasks. They provide the opportunity for students to display competence in various areas e.g. Principles and Methods of Cookery
- All core competencies are revisited in HSC Year

FACULTY: TAS

SUBJECT: INDUSTRIAL TECHNOLOGY Metal

HEAD TEACHER: J Foster

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	Industry Study Week 10-11 Term 1 2024	**Folio, Skill Project Week 8-9 Term 2 2024**	**Examination Week 9-10 Term 3 2024**	%
Outcomes / **Topic/Module**	P1.1, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P5.1, P5.2	All Outcomes	
Industry Study	20		5	25
Design, Management & Communication (Folio)		10	5	25
Production (Projects)		20	5	30
Industry Related Manufacturing Technology (Skills & Knowledge)	5	15	15	20
TOTAL	25	45	30	100
Assessment Components				
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the design, management, communication and production of a major project	15	35	10	60
TOTAL	25	45	30	100

KEY OUTCOMES:

A student:

P1.1 Describes the organisation and management of an individual business within the focus area industry

P1.2 Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies

P2.1 Describes and uses safe working practices and correct workshop equipment maintenance techniques

P2.2 Works effectively in team situations

P3.1 Sketches, produces and interprets drawings in the production of projects

P3.2 Applies research and problem-solving skills

P3.3 Demonstrates appropriate design principles in the production of projects

P4.1 Demonstrates a range of practical skills in the production of projects

P4.2 Demonstrates competency in using relevant equipment, machinery and processes

P4.3 Identifies and explains the properties and characteristics of materials/components through the production of projects

P5.1 Uses communication and information processing skills

P5.2 Uses appropriate documentation techniques related to the management of projects

P6.1 Identifies the characteristics of quality manufactured products

P6.2 Identifies and explains the principles of quality and quality control

P7.1 Identifies the impact of one related industry on the social and physical environment

P7.2 Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

FACULTY: Creative and Performing Arts

SUBJECT: VISUAL ARTS

HEAD TEACHER: M Snape

Component	Task 1	Task 2	Task 3	Assessment Weighting
	VAPD Resolved Works & Related Study **Week 10-11 Term 1 2024**	VAPD notes, Body of Work, Case Study **Week 8-9 Term 2 2024**	Resolved Works Examination **Week 9-10 Term 3 2024**	%
Outcomes	P1, P3, P6, P9	P3, P4, P5, P7	P2, P6, P7, P8, P10	
Assessment Components				
Artmaking	15	15	20	50
Art Study	15	15	20	50
TOTAL	30	30	40	100

KEY 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.

OFF - LINE

FACULTY: English

SUBJECT: ENGLISH EXTENSION

HEAD TEACHER: L Bailey

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	Imaginative Response and Reflection **Week 10-11 Term 1 2024**	Multimodal Presentation **Week 4 Term 3 2024**	Examination **Week 9-10 Term 3 2024**	%
Outcomes	EE11-1, EE11-2, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4 EE11-6	EE11-1, EE11-2, EE11-3, EE11-5	
Assessment Components				
Knowledge and understanding of course content	15	20	15	50
Skills in responding and communicating	15	20	15	50
TOTAL	30	40	30	100

KEY 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

FACULTY: Mathematics

SUBJECT: MATHEMATICS EXTENSION 1

HEAD TEACHER: I Woods

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	In-Class Test **Week 9-10 Term 1 2024**	Assignment **Week 8-9 Term 2 2024**	Formal Examination **Week 9-10 Term 3 2024**	%
Outcomes **Topic/Module**	**ME11-1, ME11-2** *ME11-6, ME11-7*	ME11-1, ME11-2, **ME11-3** *ME11-6, ME11-7*	ME11-1, ME11-2, ME11-3, **ME11-4, ME11-5** *ME11-6, ME11-7*	
F2 Polynomials F1 Further Work with Functions	30			30
T1 Inverse Trigonometric Functions T2 Further Trigonometric Identities		30		30
A1 Working with Combinatorics C1 Rates of Change			40	40
TOTAL	30	30	40	100
Assessment Components				
Understanding, Fluency and Communication	20	10	20	50
Problem-solving, Reasoning and Justification	10	20	20	50
TOTAL	30	30	40	100

KEY OUTCOMES:

A student:

All aspects of Working Mathematically, as described in the syllabus, are integral to the outcomes of the Mathematics Extension 1 Stage 6 course, in particular outcomes ME12-6 and ME12-7.

- 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*

FACULTY: Mathematics

SUBJECT: MATHEMATICS NUMERACY CEC

HEAD TEACHER: I Woods

Component	**Task 1**	**Task 2**	**Task 3**	**Assessment Weighting**
	Assignment **Week 9-10 Term 1 2024**	Assignment **Week 8-9 Term 2 2024**	In-class test **Week 9-10 Term 3 2024**	%
Outcomes **Topic/Module**	NRMT: N6-1.1, N6-1.2, N6-1.3 Content: **N6-2.1, N6-2.6** Tech: N6-3.1, N6-3.2	NRMT: N6-1.1, N6-1.2, N6-1.3 Content: N6-2.1, N6-2.2, **N6-2.3, N6-2.6** Tech: N6-3.1, N6-3.2	NRMT: N6-1.1, N6-1.2, N6-1.3 Content: N6-2.1, N6-2.2, N6-2.3, N6-2.6 Tech: N6-3.1, N6-3.2	
1.1 Whole numbers 1.2 Operations with whole numbers	20			20
1.3 Distance, area and volume 1.4 Time 1.5 Data, graphs and tables 2.1 Fractions and decimals		40		40
2.2 Operations with Fractions and Decimals 2.3 Metric Relationships 2.4 Length, Mass and Capacity 2.5 Chance			40	40
TOTAL	20	40	40	100
Assessment Components				
Knowledge and Understanding	10	20	20	50
Skills	10	20	20	50
TOTAL	20	40	40	100

KEY OUTCOMES:

NRMT: All aspects of **Numerical Reasoning and Mathematical Thinking** (NRMT), as described within the syllabus, are integral to the outcomes of the Mathematics Numeracy course.

- N6-1.1 **recognises and applies** functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts
- N6-1.2 applies numerical reasoning and mathematical thinking to **clarify**, efficiently **solve** and **communicate** solutions to problems
- N6-1.3 **determines** whether an estimate or an answer is **reasonable** in the context of a problem, **evaluates** results and communicates conclusions

Content: Other outcomes reflect specialist skills or understanding within individual topics

- N6-2.1 chooses and applies appropriate operations with **whole numbers**, familiar **fractions and decimals, percentages**, **rates and ratios** to analyse and solve everyday problems
- N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving **metric relationships, distance and length, area, volume, time, mass, capacity and temperature**
- N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving **data, graphs, tables, statistics and probability**
- N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving **money and finance**
- N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving **location, space and design** – (n.b. assessed in Year 12)
- N6-2.6 chooses and applies appropriate **numeracy operations and techniques** to analyse and resolve everyday situations – (n.b. assessed in Year 12)

Technology: Use of appropriate **technology** to identify, interpret, analyse, evaluate and communicate numerical understanding are built into aspects of the course

- N6-3.1 chooses and uses appropriate technology to **access, organise and interpret** information in a range of practical personal and community, workplace and employment, and education and training contexts
- N6-3.2 chooses and uses appropriate technology to **analyse** and **solve** problems, **represent** information and **communicate** solutions in a range of practical contexts