



Assessment Booklet

YEAR 11 2025



[Blank Page]

Contents

Assessment Booklet	1
2025 Year 11 Assessment Procedures	4
Year 11 Assessment Calendar - 2025	14
Ancient History Year 11 2025 Assessment Schedule	16
Biology Year 11 2025 Assessment Schedule	18
Business Studies Year 11 2025 Assessment Schedule	19
Chemistry Year 11 2025 Assessment Schedule	20
Community & Family Studies Year 11 2025 Assessment Schedule	21
Design & Technology Year 11 2025 Assessment Schedule	22
Earth and Environmental Science Year 11 2025 Assessment Schedule	23
Economics Year 11 2025 Assessment Schedule	24
Engineering Studies Year 11 2025 Assessment Schedule	25
English Advanced Year 11 2025 Assessment Schedule	26
English EAL/D Year 11 2025 Assessment Schedule	27
English Extension 1 Year 11 2025 Assessment Schedule	28
English Standard Year 11 2025 Assessment Schedule	29
English Studies Year 11 2025 Assessment Schedule	30
Enterprise Computing Year 11 2025 Assessment Schedule	32
Food Technology Year 11 2025 Assessment Schedule	33
Geography Year 11 2025 Assessment Schedule	35
Health & Movement Science Year 11 2025 Assessment Schedule	37
Industrial Technology - Graphics Year 11 2025 Assessment Schedule	38
Industrial Technology - Multimedia Year 11 2025 Assessment Schedule	40
Industrial Technology - Timber Year 11 2025 Assessment Schedule	42
Legal Studies Year 11 2025 Assessment Schedule	44
Mathematics Advanced Year 11 2025 Assessment Schedule	45
Mathematics Extension 1 Year 11 2025 Assessment Schedule	46
Mathematics Standard Year 11 2025 Assessment Schedule	47
Modern History Year 11 2025 Assessment Schedule	48
Music 1 Year 11 2025 Assessment Schedule	50
Physics Year 11 2025 Assessment Schedule	51
Society & Culture Year 11 2025 Assessment Schedule	52
Software Engineering Year 11 2025 Assessment Schedule	53
Sport, Lifestyle and Recreation Studies (CEC) Year 11 2025 Assessment Schedule	54
Textiles and Design Year 11 2025 Assessment Schedule	56
Visual Arts Year 11 2025 Assessment Schedule	57
Work Studies (CEC) Year 11 2025 Assessment Schedule	58

* VET Subject Assessment Schedules at the back of the booklet

Principal statement

The Higher School Certificate (HSC) is the highest educational award in NSW, granted to students who successfully complete Years 11 and 12. To be eligible, students must meet the HSC course requirements, sit for the statewide HSC examinations, and achieve minimum standards in reading, writing, and numeracy. The HSC is recognized internationally and provides a strong foundation for further education, vocational training, or employment. The assessment program for the HSC starts in Term 4 of Year 11 and continues through to Term 3 of Year 12, with 50% of the final mark for each subject based on school-based assessments and 50% from the HSC examination.

Attendance is a critical aspect of the HSC, with students required to be present at school at least 95% of the time. Extended absences may hinder the successful completion of the HSC course, and it is the school's expectation that students attend all timetabled lessons unless they are ill or have approved leave. Students and parents are encouraged to contact the appropriate school staff if there are any concerns regarding assessment tasks or attendance, especially in cases of sickness or other exceptional circumstances. It is important to note that technical issues, such as computer malfunctions, are not considered acceptable reasons for failing to meet assessment deadlines.

Success in the senior years is underpinned by four key elements: consistency, application, attitude, and attendance. Consistency involves regularly completing class and home-based work, while application refers to staying focused and expanding knowledge.

Mrs Linda Macleod

Requirements for the HSC

For the award of the Higher School Certificate:

- Students must satisfactorily complete courses to meet the pattern of study required by the NESA for the award of the Higher School Certificate.

NSW Education Standard Authority (NESA) requires all students to:

- follow the course developed or endorsed by NESA; and
- apply themselves with diligence and sustained effort to the set tasks and experiences that the school provides in the course; and
- achieve some or all of the course outcomes

Students must successfully complete a minimum of 12 Preliminary Course units and a minimum of 10 HSC Course units.

The Preliminary Course and the HSC Course must each include the following:

- at least 6 units from Board Developed Courses including
- 2 units of a Board Developed Course in English
- at least three courses of 2 unit value or greater
- at least four subjects
- at most, 6 units of courses in Science.

NESA requires that confirmation of entry forms must be completed in the HSC year.

Students must ensure that their personal details are accurately completed. The student's name must be the same name that appears on their Birth Certificate or other acceptable document. Students should see the Head Teacher Secondary Studies if there is an error that needs to be corrected. Entry forms must be signed and returned to the Head Teacher Secondary Studies.

Students must sit and make a serious attempt at each Higher School Certificate examination.

Non-Completion of Course Requirements

The non-completion of a course procedure commences when a student has not met one of the above requirements. The first official warning letter is issued which outlines what action the student needs to take in order to correct the situation. If the requirement has not been corrected or the student is not compliant in further areas of the course requirements then a second official warning letter will be issued. This is a very serious concern that the student is at risk of not completing the course requirements. Further official warning letters will be issued if the student continues to not complete the course requirements. NESAs states that students who have received a minimum of two official warning letters in a single course and who have not completed the requirements detailed on these letters are at risk of receiving an “N” determination for that course. In this circumstance the subject will not count towards the award of the Higher School Certificate.

Rights and Responsibilities

Students are responsible for:

- a. meeting all course requirements, including attendance at classes
- b. applying themselves with diligence and sustained effort
- c. being aware of assessment requirements and procedures
- d. making a serious attempt at all assessment tasks
- e. their personal honesty – work submitted must be the student’s own work, accurately referenced and consistent with “HSC All My Own Work” module
- f. submitting all tasks on or before 8:45 am on the due date (unless otherwise specified on assessment notification)
- g. being present for all ‘in-class’ tasks and examinations unless official leave has been approved.

Assessment tasks

The assessment mark for each course is a measure of course achievement including that which cannot be tested at a final examination (e.g. Practical work, oral skills, research tasks, multimodal).

All students will receive an assessment notice for any school-based assessment task.

The written notification details of each task include:

- date and time of when task is to be submitted
- nature of the task
- task description
- outcomes to be assessed
- weighting of task
- A.I guidelines
- marking criteria / rubric / information about how the task will be assessed (where appropriate)

Whenever there is a change to the assessment task, a new notification will be provided to students. Any new notification regarding the assessment task automatically supersedes the assessment schedule and all previous notifications related to the same task. It is required that students acknowledge receipt of any assessment notification.

Students who are attempting courses which have a major work component must conform to the following

Requirements:

- the work must be submitted by the due date as indicated by NESAs;
- no extensions will be given;
- the work must not be worked on past the finishing date and time;
- the work must be the students' own work and comply to the malpractice policy as below and
- if work is done off site it must be with prior agreement and under the supervision terms of the course teacher. If it is not, the teacher may not certify the work.

Submission of Assessment Tasks

When a student is present at school, they are considered fit and able to undertake any scheduled assessment on that day. If they become unwell during the course of the school day the student must follow illness/misadventure procedures.

Whenever students are absent from school on days Assessment Tasks are scheduled it is the student's responsibility to follow the below misadventure process for consideration. Failure to follow this process may result in a mark of zero and a course warning.

It is the students responsibility to implement a suitable backup procedure that safeguards their work. Failures of technology is not a suitable reason to not submit an assessment task. In the event of failure of technology the student should submit a copy of the most recent version of your work as the submission.

Students should not miss any timetabled periods, nor come to school late without a valid reason on the day an assessment task is due. It is unfair for students to use scheduled class time to gain an advantage in the submission of assessment tasks. Students who absent themselves from class in this way may be penalised unless they can show that they have not gained an unfair advantage. Students found to be studying for the task during the class time of other courses may be awarded a zero mark.

Examination and Assessment Requirements

- It is the students responsibility to obtain an examination timetable/assessment schedule and to read it carefully.
- If a student misses an examination simply because they have misread the timetable, Illness/misadventure appeals on these grounds will not be accepted. The student will receive an examination mark of zero.
- Students must wear full APHS uniform to all examinations.
- If you are unable to attend an examination/assessment task because of illness, the school must be notified before the start of the examination. Telephone: 8855 8100 and then follow illness/misadventure processes.
- If illness or misadventure occurs before the examination and you are still able to attend, notify the Supervisor when entering the examination/ assessment task.
- The student must arrive at least 15 minutes before the starting time of an examination. Bags must be placed in the nominated area on the Homepage/ classroom.
- No paper, mobile phones, electronic technology or wearable technology is to be brought into the room by a student.
- Water in a transparent bottle is permitted.
- Reading time is for reading, and NO writing or highlighting may be undertaken during reading time. Not following this instruction is considered malpractice as this student gains a potential unfair advantage.
- If a student is late to an examination/ assessment task they will need to enter quietly. The student will not be granted extra time. The student may apply for misadventure online if they feel the situation warrants this.
- No student is to leave the examination/assessment room until one hour after the start of the exam and during the last 15 minutes of the exam. If a student has completed the examination/ task they are to remain seated, quiet and not engage with others.
- Equipment can not be shared between students. Each student is responsible for the supply of the materials needed for the task (pen, calculator etc.)
- If a student needs to use the toilet during the examination/ assessment , students will raise their hand and ask a supervisor. If given permission, the student should follow instructions quietly, including quietly returning to their seat.
- If a student feels ill during any exam, they are to inform the supervising staff.

Students who do not comply with these procedures may receive a zero for that exam paper.

Illness and Misadventure

Special consideration may be available to a student whose performance is affected because of absence from a task, lateness for a task due to actions outside of their control and/ or inability to complete an assessment task due to Illness or Misadventure.

To be approved for special consideration, a student must complete and submit an online Illness/Misadventure Appeal application within 48 hours of the due date.

Illness/Misadventure Appeal application forms (including C1 and C2 forms) can be accessed via APHS Links page Student Hub under Assessment. Any student who is ill is required to contact the school prior to the time of the scheduled task and then download a C1 form from the APHS Links Page and have it completed by their doctor to support the Illness/Misadventure Appeal application. A letter from a parent/caregiver or a medical certificate alone does not satisfy this requirement. The completed C1 form is to be attached to the online Illness/Misadventure Appeal application.

Any student who experiences misadventure is required to download a C2 form from APHS Links page and have it completed by the relevant person to support the Illness/Misadventure Appeal application. A letter from a parent/caregiver does not satisfy this requirement. The completed C2 form is to be attached to the online Illness/Misadventure Appeal application

.All hardcopies of documents must be submitted to the homebase student services on the first day of return to school.

If the Illness/Misadventure application is upheld then the student will be provided with an opportunity to attempt the assessment task by either:

- a. providing an extension of time to complete the original assessment task, if it does not compromise the validity of the task, or
- b. providing the student with a substitute assessment task.

In exceptional circumstances, where undertaking a substitute task is not feasible or reasonable, the Principal will authorise the use of an estimate based on completed comparable assessment tasks.

Where there is no valid reason for not completing an assessment task, a zero mark must be recorded for that task.

Students who do not make a serious attempt at the assessment task will be awarded a zero mark. Non-serious attempts include frivolous or objectionable material, Sections of a task non attempted or students who provide answers to questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.

If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the school's professional judgement.

Malpractice

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks. Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as their own
- using material directly from A.I resources, books, journals, CDs or the internet without reference to the source
- buying, stealing or borrowing another person's work and presenting it as their own
- submitting work to which another person, such as a parent, coach or subject expert or 'Assisted Technology', such as A.I, has contributed substantially.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include history tracking of documents, notes, working plans or sketches, and/ or progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.
- completing an alternative task for comparison of knowledge and skills.

The National Educational Standards Authority (NESA) has a Register of Malpractice in HSC Assessment Tasks. Schools have an obligation to log Malpractice on this register.

Acceptable uses of A.I.

- Assessment task notifications should explicitly state whether AI tools can be used by students in completing the task.
- If students use AI tools, they should critically analyse the quality and integrity of the information provided and rewrite all content in their own words.
- APHS will address suspected breaches of academic integrity involving AI by following the standard procedures for managing malpractice.
- Students should appropriately cite the use of AI in assessment tasks. They may consider using the following citation structure: Owner, year, *Name of Generative AI tool*, [Large language model], Retrieved Month, Day, Year, from Generative AI tool website.
- Students must notify their teachers if they have used generative AI in completing assessment tasks. This includes but it is not limited to tasks such as summarising study notes, research, definition of key terms or structuring a text.

Student Appeals

If on the return of an assessment task, a student considers that there is an irregularity in the marking of the assessment task, it is their responsibility to immediately discuss their concern with the subject teacher. The results of assessment tasks can be queried only at the time the tasks are returned. Appeals raised after the task has left the classroom will not be considered. In the case of research tasks, tests, essays, etc, time should be given in class for students to check the addition of marks and to read comments so that they can make an informed query.

If the issue is not resolved, the task will be retained by the teacher of the subject and the Head Teacher should be approached by the student requesting a review. The Head Teacher's decision in relation to the determination of a grade or mark that is based upon the marking guidelines used in the marking of the task is final. The review may result in the final mark remaining the same or higher or being lower than the original mark.

Leave Requirements

Students wishing to take leave during the HSC year must seek approval from the Principal by completing an extended leave form, providing a reason for requesting leave and evidence of the need to be granted leave.

If approved then the student will need to negotiate the completion of any course requirements and assessment tasks. Students are responsible for meeting all course completion, assessment completion, and exam attendance requirements, irrespective of whether their leave request is granted or not.

If a student is not in attendance for an assessment due to being on unapproved leave, the student may receive a mark of zero and a course warning.

Invalid or Unreliable results

In the situation where a task does not function as required or unforeseeable problems occur, the Principal may authorise the use of an additional task (with sufficient notice), a substitute task and/or a change of weightings.

VET Assessment Policy

Vocational Education Training (VET) Courses are based on Industry Training Packages and teach industry specific skills. These are competency based and allow a student to gain both a HSC qualification and Australian Qualification Framework (AQF) accreditation.

Students work to develop the competencies, skills and knowledge described in each Unit of Competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry.

Units of competence are assessed holistically as assessment tasks and students are assessed as either competent or not yet competent for individual units of competency. Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Evidence of competence will be gathered on an ongoing basis as well as at specific assessment events. Evidence will be collected through a range of assessment activities using direct, indirect and supplementary methods. The achievement of units of competency by students determines the final vocational qualification that a student will achieve.

Students may choose to undertake the optional HSC examination for a VET course for Australian Tertiary Administration Rank (ATAR) purposes. Schools must provide a HSC examination estimate in case the student applies for illness misadventure in the HSC examination. Therefore, in addition to competency assessment, all students seeking an ATAR in VET courses must attempt the HSC Trial examinations to be used for this purpose.

Work placement is a mandatory HSC requirement for each framework course and for some other VET courses. For each course, a minimum number of 35 hours is required in the workplace to enable students to progress towards the achievement of industry competencies and to practise skills acquired in the classroom or workshop. If you fail to undertake any mandatory work placement component of a VET course, it will be determined that you have not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student will be issued

with a non-completion ('N') determination. It is the student's responsibility to be organised to submit and complete all assessment tasks and coursework whilst on VET work placement.

Year 11 Assessment Calendar - 2025

Term 1 - 2025

WEEK 1	
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	
WEEK 6	Economics;
WEEK 7	Business Studies; Legal Studies; Modern History; Work Studies (CEC);
WEEK 8	English Advanced; English Standard; English Studies; Health & Movement Science; Society & Culture; Sport, Lifestyle and Recreation Studies (CEC);
WEEK 9	Community & Family Studies; Earth and Environmental Science; Enterprise Computing; Geography; Mathematics Advanced; Mathematics Extension 1; Mathematics Standard; Textiles and Design;
WEEK 10	Biology; English EAL/D; Food Technology; Music 1; Physics;
WEEK 11	

Term 2 - 2025

WEEK 1	Chemistry; Engineering Studies;
WEEK 2	English Extension 1; Software Engineering;
WEEK 3	Industrial Technology - Graphics; Industrial Technology - Multimedia; Industrial Technology - Timber; Visual Arts;
WEEK 4	Design & Technology;
WEEK 5	Business Studies;
WEEK 6	English Advanced; English Standard; English Studies; Mathematics Advanced; Mathematics Extension 1; Mathematics Standard; Music 1; Society & Culture;
WEEK 7	
WEEK 8	Biology; Earth and Environmental Science; English EAL/D; Enterprise Computing; Health & Movement Science; Legal Studies; Physics; Work Studies (CEC);
WEEK 9	Economics; Food Technology;
WEEK 10	Geography; Modern History; Sport, Lifestyle and Recreation Studies (CEC);

Year 11 Assessment Calendar - 2025

Term 3 - 2025

WEEK 1	Chemistry; Community & Family Studies; Engineering Studies; Textiles and Design;
WEEK 2	
WEEK 3	
WEEK 4	
WEEK 5	English Extension 1;
WEEK 6	Design & Technology; Industrial Technology - Graphics; Industrial Technology - Multimedia; Industrial Technology - Timber;
WEEK 7	Software Engineering; Sport, Lifestyle and Recreation Studies (CEC); Visual Arts; Work Studies (CEC);
WEEK 8	
WEEKS 9-10	Biology; Business Studies; Chemistry; Community & Family Studies; Design & Technology; Earth and Environmental Science; Economics; Engineering Studies; English Advanced; English EAL/D; English Extension 1; English Standard; English Studies; Enterprise Computing; Food Technology; Geography; Health & Movement Science; Industrial Technology - Graphics; Industrial Technology - Multimedia; Industrial Technology - Timber; Legal Studies; Mathematics Advanced; Mathematics Extension 1; Mathematics Standard; Modern History; Music 1; Physics; Society & Culture; Software Engineering; Textiles and Design; Visual Arts;

Arthur Phillip High School

Assessment Schedule 2025

Ancient History - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Source Analysis and Speech	Historical Investigation	Preliminary Exam	
Topic	Representations of Troy and the Trojan War	Historical Investigation	All Coursework	
Timing	Term 1 Week 9, 2025	Term 2 Week 10, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	AH11-1, AH11-3, AH11-4, AH11-6, AH11-7, AH11-9	AH11-2, AH11-3, AH11-5, AH11-6, AH11-8, AH11-10	AH11-1, AH11-3, AH11-5, AH11-6, AH11-9, AH11-10	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	10	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	30	40	30	100

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

Arthur Phillip High School

Assessment Schedule 2025

Biology - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Practical	Depth Study	Preliminary Exam	
Topic	Cells as the Basis of Life	Biological Diversity	Module 1-4	
Timing	Term 1 Week 10, 2025	Term 2 Week 8, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	BIO11/12-3, BIO11/12-4, BIO11/12-6, BIO11/12-7, BIO11-8	BIO11/12-1, BIO11/12-2, BIO11/12-5, BIO11/12-7, BIO11-10	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Components				Weighting %
Knowledge and Understanding	5	20	15	40
Working Scientifically	25	15	20	60
Total %	30	35	35	100

A Student:

BIO11/12-1	develops and evaluates questions and hypotheses for scientific investigation
BIO11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
BIO11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
BIO11/12-5	analyses and evaluates primary and secondary data and information
BIO11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
BIO11/12-7	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

Arthur Phillip High School
Assessment Schedule 2025

Business Studies - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Research and Report	Research Task	Preliminary Exam	
Topic	Nature of Business	Business Planning	Business Management	
Timing	Term 1 Week 7, 2025	Term 2 Week 5, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10	
Components				Weighting %
Knowledge and understanding	5	15	20	40
Stimulus based skills	10		10	20
Inquiry and Research	5	15		20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Total %	25	35	40	100

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

Arthur Phillip High School

Assessment Schedule 2025

Chemistry - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Skills-Based Assessment	Depth Study	Preliminary Exam	
Topic	Introduction to Quantitative Chemistry Properties and Structure of Matter	Reactive Chemistry	Modules 1-4	
Timing	Term 2 Week 1, 2025	Term 3 Week 1, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6	CH11/12-1, CH11/12-3, CH11/12-5, CH11/12-7, CH11-10	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	
Components				Weighting %
Knowledge and Understanding		8	32	40
Working Scientifically	20	32	8	60
Total %	20	40	40	100

A Student:

CH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
CH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
CH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
CH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11/12-5	analyses and evaluates primary and secondary data and information
CH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11/12-7	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

Arthur Phillip High School

Assessment Schedule 2025

Community & Family Studies - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Research Task	Research Task	Preliminary Exam	
Topic	Resource Management	Individuals and Groups	Families and Communities	
Timing	Term 1 Week 9, 2025	Term 3 Week 1, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	P1.1, P1.2, P4.1, P4.2, P5.1, P6.1	P1.1, P1.2, P4.2, P5.1, P6.1	P1.1, P1.2, P2.1, P2.2, P3.2, P4.2, P5.1, P6.1	
Components				Weighting %
Knowledge and understanding course content	15	15	10	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total %	35	35	30	100

A Student:

P1.1	describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.2	describes the role of the family and other groups in the socialisation of individuals
P2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	analyses the interrelationships 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 maximise the efficient use of resources
P6.1	distinguishes those actions that enhance wellbeing
P6.2	uses critical thinking skills to enhance decision making
P7.1	appreciates differences among individuals, groups and families within communities and values their contributions to society
P7.2	develops a sense of responsibility for the wellbeing of themselves and others
P7.3	appreciates the value of resource management in response to change
P7.4	values the place of management in coping with a variety of role expectations

Arthur Phillip High School

Assessment Schedule 2025

Design & Technology - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Mini Design Project	Mini Design Project	Prelim Exam	
Topic	Product Design	Environment Design	Final Examination	
Timing	Term 2 Week 4, 2025	Term 3 Week 6, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	P1.1, P3.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2, P4.3, P5.2, P6.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	25	25	10	60
Total %	35	35	30	100

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

Arthur Phillip High School
Assessment Schedule 2025

Earth and Environmental Science - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Skills-Based Assessment	Depth Study	Preliminary Exam	
Topic	Earth's Resources	Plate Tectonics	Modules 1-4	
Timing	Term 1 Week 9, 2025	Term 2 Week 8, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	EES11/12-2, EES11/12-4, EES11/12-5, EES11-8	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, 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	
Components				Weighting %
Knowledge and Understanding	10	8	22	40
Working Scientifically	20	32	8	60
Total %	30	40	30	100

A Student:

EES11/12-1	develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	analyses and evaluates primary and secondary data and information
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
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

Arthur Phillip High School
Assessment Schedule 2025

Economics - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Topic Test	Research Task and In Class Essay	Preliminary Exam	
Topic	Operations of an Economy	Role of the Market / Consumers in Business/ Financial Markets	All topics	
Timing	Term 1 Week 6, 2025	Term 2 Week 9, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	P1, P2, P7, P10, P12	P8, P9, P10, P11	P3, P4, P5, P6, P7, P11	
Components				Weighting %
Knowledge and Understanding	10	10	20	40
Stimulus based skills		10	10	20
Inquiry and research	10	10		20
Communication of economic information, ideas and issues in appropriate forms	10		10	20
Total %	30	30	40	100

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

Arthur Phillip High School

Assessment Schedule 2025

Engineering Studies - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Individual Report	Group Project/Report	Prelim Exam	
Topic	Household Products	Biomedical Engineering	Final Examination	
Timing	Term 2 Week 1, 2025	Term 3 Week 1, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	P1.2, P2.1, P3.2, P3.3, P4.1, P4.2, P4.3	P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P5.1, P5.2, P6.1, P6.2	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P6.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	40	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		40
Total %	30	30	40	100

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 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

Arthur Phillip High School
Assessment Schedule 2025

English Advanced - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Writing Portfolio And Reflection	Multimodal Task	Preliminary Exam	
Topic	Common Module Reading To Write	Module A Narratives That Shape Our World	All Modules	
Timing	Term 1 Week 8, 2025	Term 2 Week 6, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	EA11-1, EA11-3, EA11-9	EA11-2, EA11-7, EA11-8	EA11-4, EA11-5, EA11-6	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	25	15	10	50
Total %	40	30	30	100

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

Arthur Phillip High School
Assessment Schedule 2025

English EAL/D - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	In-class essay and plan	Multimodal Presentation	Preliminary Exam	
Topic	Module A	Module C	All Modules	
Timing	Term 1 Week 10, 2025	Term 2 Week 8, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	EAL11-1A, EAL11-3, EAL11-6, EAL11-9	EAL11-1B, EAL11-2, EAL11-7, EAL11-8	EAL11-3, EAL11-4, EAL11-5, EAL11-8	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

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

Arthur Phillip High School
Assessment Schedule 2025

English Extension 1 - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Creative Task and Reflection Hand in	Multimodal & Research Task	Preliminary Exam Exam	
Topic	Texts, Culture and Value	Related Research Project	All Modules	
Timing	Term 2 Week 2, 2025	Term 3 Week 5, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4	
Components				Weighting %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts & communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

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

Arthur Phillip High School
Assessment Schedule 2025

English Standard - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Writing Portfolio And Reflection Hand in	Multimodal Task In class	Preliminary Exam Exam	
Topic	Common Module Reading To Write	Module A Contemporary Possibilities	All Modules	
Timing	Term 1 Week 8, 2025	Term 2 Week 6, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	EN11-1, EN11-4, EN11-9	EN11-2, EN11-3, EN11-7	EN11-3, EN11-5, EN11-6, EN11-8	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	25	15	10	50
Total %	40	30	30	100

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

Arthur Phillip High School

Assessment Schedule 2025

English Studies - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Writing Extended Response	Multimodal Task	Preliminary Exam	
Topic	Common Module Achieving through English-English in education, work and community In class	Module A We Are Australian English Citizenship, community and cultural identity In class	Common Module Module A Module E (All modules) Exam	
Timing	Term 1 Week 8, 2025	Term 2 Week 6, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	ES11-3, ES11-4, ES11-5, ES11-8	ES11-2, ES11-3, ES11-6, ES11-7, ES11-9, ES11-10	ES11-1, ES11-2, ES11-4, ES11-5, ES11-7, ES11-8, ES11-9	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	15	15	20	50
Total %	30	30	40	100

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

Arthur Phillip High School

Assessment Schedule 2025

Enterprise Computing - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Project	Project	Preliminary Exam	
Topic	Interactive Media and UX Design	Networking Systems and Social Computing		
Timing	Term 1 Week 9, 2025	Term 2 Week 8, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	EC-11-04, EC-11-08, EC-11-09, EC-11-11	EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	EC-11-01, EC-11-02, EC-11-03, EC-11-04, EC-11-05, EC-11-06, EC-11-07, EC-11-08, EC-11-09	
Components				Weighting %
Knowledge and understanding of course content	10	10	30	50
Knowledge and skills in the practical application of the content	15	25	10	50
Total %	25	35	40	100

A Student:

EC-11-01	describes how systems are used in a range of enterprises
EC-11-02	describes the function of data and information within enterprise computing systems
EC-11-03	describes how data is safely and securely collected, stored and manipulated when developing enterprise computing systems
EC-11-04	describes how data is used in enterprise computing systems
EC-11-05	applies tools and resources to analyse datasets
EC-11-06	explains how innovative technologies have influenced enterprise computing systems
EC-11-07	explores the social, ethical and legal implications of the application of enterprise computing systems on the individual, society and the environment
EC-11-08	selects and uses tools and resources to design and develop an enterprise computing system
EC-11-09	documents the management and evaluates the development of an enterprise solution
EC-11-10	investigates the effectiveness of an enterprise computing system
EC-11-11	communicates an enterprise computing solution to an intended audience

Arthur Phillip High School

Assessment Schedule 2025

Food Technology - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Research Task	Practical Design Task	Prelim Exam	
Topic	Food Availability and Selection	Food Quality	Yearly Exam	
Timing	Term 1 Week 10, 2025	Term 2 Week 9, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	P1.1, P1.2, P4.2	P3.2, P4.1, P4.2, P4.3, P4.4, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1, P4.4, P5.1	
Components				Weighting %
Knowledge and understanding of course content	20		20	40
Knowledge and skills in designing, researching, analysing and evaluating		20	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		30
Total %	30	40	30	100

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

Arthur Phillip High School

Assessment Schedule 2025

Geography - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Stimulus and Skills Task	Geographical Investigation	Preliminary Exam	
Topic	People, Patterns and Processes	Geographical Investigation	All topics Earth's Natural Systems, People Patterns and Processes and Human-Environment Interactions	
Timing	Term 1 Week 9, 2025	Term 2 Week 10, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	GE-11-02, GE-11-05, GE-11-07, GE-11-08, GE-11-09	GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	
Components				Weighting %
Knowledge and Understanding of Course Content	10	10	15	35
Geographical Tools and Skills	10	5	10	25
Geographical Inquiry and Research, Including Fieldwork		15		15
Communication of Geographical Information	10	10	5	25
Total %	30	40	30	100

A Student:

GE-11-01	examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
GE-11-02	explains geographical processes and influences, at a range of scales, that form and transform places and environments
GE-11-03	explains geographical opportunities and challenges, and varying perspectives and responses
GE-11-04	assesses responses and management strategies, at a range of scales, for sustainability
GE-11-05	analyses and synthesises relevant geographical information from a variety of sources
GE-11-06	identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
GE-11-07	applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
GE-11-08	applies mathematical ideas and techniques to analyse geographical data
GE-11-09	communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

Arthur Phillip High School

Assessment Schedule 2025

Health & Movement Science - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Research Task	Collaborative Investigation	Yearly Examination	
Topic	Physiological responses to training	Class selection		
Timing	Term 1 Week 8, 2025	Term 2 Week 8, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	HM-11-03, HM-11-06, HM-11-07, HM-11-10	HM-11-05, HM-11-09, HM-11-10	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-06, HM-11-07, HM-11-08, HM-11-09	
Components				Weighting %
Knowledge and understanding of course content	20	5	15	40
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	20	25	15	60
Total %	40	30	30	100

A Student:

HM-11-01	interprets meanings, measures and patterns of health experienced by Australians
HM-11-02	analyses methods and resources to improve and advocate for the health of young Australians
HM-11-03	analyses the systems of the body in relation to movement
HM-11-04	investigates movement skills and psychology to improve participation and performance
HM-11-05	Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
HM-11-06	Analysis: analyses the relationships and implications of health and movement concepts
HM-11-07	Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
HM-11-08	Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
HM-11-09	Problem-solving: proposes and evaluates solutions to health and movement issues
HM-11-10	Research: analyses a range of sources to make conclusions about health and movement concepts

Arthur Phillip High School

Assessment Schedule 2025

Industrial Technology - Graphics - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Individual Project	Group Project	Preliminary Exam	
Topic	Product Design Graphics	Architectural Design Graphics	Industry Related Manufacturing Technology, Industry Study	
Timing	Term 2 Week 3, 2025	Term 3 Week 6, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	P1.2, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	P1.1, P1.2, P2.1, P6.1, P6.2, P7.1, P7.2	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	25	25	10	60
Total %	35	35	30	100

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

Arthur Phillip High School

Assessment Schedule 2025

Industrial Technology - Multimedia - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task		Group Video	Prelim Exam	
Topic	Branding Package		Final Examination	
Timing	Term 2 Week 3, 2025	Term 3 Week 6, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	P1.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.2, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	P1.1, P1.2, P2.1, P7.1, P7.2	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	25	25	10	60
Total %	35	35	30	100

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

Arthur Phillip High School

Assessment Schedule 2025

Industrial Technology - Timber - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task			Prelim Exam	
Topic	Table Production & Portfolio	Drawer Production & Portfolio	Final Examination	
Timing	Term 2 Week 3, 2025	Term 3 Week 6, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	P1.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	P1.1, P1.2, P2.1, P7.1, P7.2	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	25	25	10	60
Total %	35	35	30	100

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

Arthur Phillip High School
Assessment Schedule 2025

Legal Studies - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Topic Test	Research Task	Prelim Exam	
Topic	The Legal System	The Individual and the Law	The Legal System The Individual and the Law Law in Practice	
Timing	Term 1 Week 7, 2025	Term 2 Week 8, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	P1, P2, P3, P4, P5, P8, P9, P10	P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Components				Weighting %
Knowledge and Understanding	20	10	20	50
Research		10	10	20
Communication	10	10	10	30
Total %	30	30	40	100

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

Arthur Phillip High School

Assessment Schedule 2025

Mathematics Advanced - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Class Test	Class Test	Prelim Exam	
Topic	Functions Trigonometry Functions	Calculus Trigonometry Functions	All Topics	
Timing	Term 1 Week 9, 2025	Term 2 Week 6, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	MA11-1, MA11-2, MA11-3, 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	
Components				Weighting %
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

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

Arthur Phillip High School
Assessment Schedule 2025

Mathematics Extension 1 - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Class Test	Class Test	Prelim Exam	
Topic	Functions	Trigonometric Functions	All Topics	
Timing	Term 1 Week 9, 2025	Term 2 Week 6, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Components				Weighting %
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

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

Arthur Phillip High School

Assessment Schedule 2025

Mathematics Standard - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Class Test	Class Test	Prelim Exam	
Topic	Algebra, Financial Mathematics Measurement	Statistical Analysis Financial Mathematics	All topics	
Timing	Term 1 Week 9, 2025	Term 2 Week 6, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-2, 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	
Components				Weighting %
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

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

Arthur Phillip High School
Assessment Schedule 2025

Modern History - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Source Based Essay	Historical Investigation	Preliminary Exam	
Topic	Decline and Fall of the Romanovs	Historical Investigation	All Coursework	
Timing	Term 1 Week 7, 2025	Term 2 Week 10, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	MH11-1, MH11-2, MH11-3, MH11-4, MH11-6, MH11-7, MH11-8, MH11-9	MH11-2, MH11-3, MH11-5, MH11-6, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-10	
Components				Weighting %
Knowledge and understanding of the course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	10	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	30	40	30	100

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

Arthur Phillip High School

Assessment Schedule 2025

Music 1 - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	In-class Formal Examination (Aural) and Presentation of 1x Performance	Composition Submission	Musicology Viva Voce and Presentation of 1x Performance	
Topic	Music for Radio, Film, TV and Multimedia	Technology and its Influence on Music	Music of Another Culture	
Timing	Term 1 Week 10, 2025	Term 2 Week 6, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	P1, P4, P6	P3, P7, P8	P2, P5, P9, P10, P11	
Components				Weighting %
Performance	10		15	25
Composition		25		25
Musicology			25	25
Aural	25			25
Total %	35	25	40	100

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

Arthur Phillip High School

Assessment Schedule 2025

Physics - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Skills-Based Assessment	Depth Study	Preliminary Exam	
Topic	Dynamics	Waves and Thermodynamics	Modules 1-4	
Timing	Term 1 Week 10, 2025	Term 2 Week 8, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	PH11/12-2, PH11/12-4, PH11-9	PH11/12-1, PH11/12-2, PH11/12-4, PH11/12-7, PH11-10	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	
Components				Weighting %
Knowledge and Understanding	10	8	22	40
Working Scientifically	20	32	8	60
Total %	30	40	30	100

A Student:

PH11/12-1	develops and evaluates questions and hypotheses for scientific investigation
PH11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
PH11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
PH11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11/12-5	analyses and evaluates primary and secondary data and information
PH11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
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

Arthur Phillip High School

Assessment Schedule 2025

Society & Culture - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Research Plan and Proposal	Research Task and Presentation	Preliminary Exam	
Topic	The Social and Cultural World	Personal and Social Identity	All Coursework	
Timing	Term 1 Week 8, 2025	Term 2 Week 6, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	P1, P3, P4, P6, P9, P10	P2, P4, P7, P9, P10	P1, P2, P3, P4, P5, P6, P9, P10	
Components				Weighting %
Knowledge and understanding of course content	10	10	30	50
Application and evaluation of social and cultural research methods	10	15	5	30
Communication of information, ideas and issues in appropriate forms	10	5	5	20
Total %	30	30	40	100

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

Arthur Phillip High School

Assessment Schedule 2025

Software Engineering - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Individual Project	Group Project	Final Examination	
Topic	Programming Fundamentals	The Object Oriented Paradigm	All Topics + Programming Mechatronics	
Timing	Term 2 Week 2, 2025	Term 3 Week 7, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	SE-11-02, SE-11-07, SE-11-08, SE-11-09	SE-11-01, SE-11-02, SE-11-06, SE-11-07, SE-11-08, SE-11-09	SE-11-02, SE-11-03, SE-11-04, SE-11-05, SE-11-06, SE-11-07	
Components				Weighting %
Knowledge and understanding of course content		10	40	50
Knowledge and skills in the design and development of software solutions	20	30		50
Total %	20	40	40	100

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

Arthur Phillip High School

Assessment Schedule 2025

Sport, Lifestyle and Recreation Studies (CEC) - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Targeted Activity	Creating training sessions for selected sport	Sports Study	
Topic	Healthy Lifestyle	Sports Coaching	Games and Sports Applications	
Timing	Term 1 Week 8, 2025	Term 2 Week 10, 2025	Term 3 Week 7, 2025	
Outcomes assessed	1.5, 2.3, 3.5, 4.3	1.3, 2.1, 2.2, 3.1, 3.2, 4.2	1.1, 1.2, 2.1, 2.2, 3.1, 3.7	
Components				Weighting %
Knowledge and Understanding	20	20	10	50
Skills	20	20	10	50
Total %	40	40	20	100

A Student:

1.1	applies the rules and conventions that relate to
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
1.5	critically analyses the factors affecting lifestyle balance and their impact on health status
1.6	describes administrative procedures that support successful performance outcomes
2.1	explains the principles of skill development and training
2.2	analyses the fitness requirements of specific activities
2.3	selects and participates in physical activities that meet individual needs, interests and abilities
2.4	describes how societal influences impact on the nature of sport in Australia
2.5	describes the relationship between anatomy, physiology and performance
3.1	selects appropriate strategies and tactics for success in a range of movement contexts
3.2	designs programs that respond to performance needs
3.3	measures and evaluates physical performance capacity
3.4	composes, performs and appraises movement
3.5	analyses personal health practices
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
4.3	makes strategic plans to overcome the barriers to personal and community health
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
5.1	accepts responsibility for personal and community health
5.2	willingly participates in regular physical activity
5.3	values the importance of an active lifestyle
5.4	values the features of a quality performance
5.5	strives to achieve quality in personal performance

Arthur Phillip High School

Assessment Schedule 2025

Textiles and Design - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Project and Portfolio	Project and Portfolio	Preliminary Exam	
Topic	Properties and Performance Burn and Design	Apparel Design	Yearly Exam	
Timing	Term 1 Week 9, 2025	Term 3 Week 1, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	P1.2, P2.1, P2.2, P3.1, P3.2	P1.2, P2.2, P2.3, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	30	50
Skills in critical thinking, research methodology, analysing and communicating	10	30	10	50
Total %	20	40	40	100

A Student:

P1.1	describes the elements and principles of design and uses them in a variety of applications
P1.2	identifies the functional and aesthetic requirements and features of a range of textile items
P2.1	demonstrates the use of a variety of communication skills, including computer-based technology
P2.2	develops competence in the selection and use of appropriate manufacturing techniques and equipment
P2.3	manages the design and manufacture of textile projects
P3.1	identifies properties of a variety of fabrics, yarns and fibres
P3.2	justifies the selection of fabrics, yarns and fibres for end-uses
P4.1	identifies and selects textiles for specific end-uses based on analysis of experimentation
P5.1	examines the status of the Australian Textile, Clothing, Footwear and Allied Industries within the global context
P5.2	investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries
P6.1	identifies and appreciates the factors that contribute to the quality and value of textiles in society

Arthur Phillip High School

Assessment Schedule 2025

Visual Arts - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Artwork and VAPD Submission and In-class Open Book Test	Artwork and VAPD Submission	Preliminary Exam	
Topic	Exploring Representation	Heroic and Tragic Themes	Yearly Exam	
Timing	Term 2 Week 3, 2025	Term 3 Week 7, 2025	Term 3 Weeks 9-10, 2025	
Outcomes assessed	P1, P2, P3, P4, P9, P10	P1, P4, P5, P6	P7, P8, P9, P10	
Components				Weighting %
Artmaking Practice	20	30		50
Art Critical & Historical Practice	10		40	50
Total %	30	30	40	100

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

Arthur Phillip High School
Assessment Schedule 2025

Work Studies (CEC) - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Research Presentation	Report	Research Presentation	
Topic	My Working Life	Job Applications	Work life balance presentation	
Timing	Term 1 Week 7, 2025	Term 2 Week 8, 2025	Term 3 Week 7, 2025	
Outcomes assessed	1, 2, 3, 4, 5, 7, 9	2, 3, 4, 5, 7, 8	2, 4, 5, 6, 7, 8	
Components				Weighting %
Knowledge and Understanding	10	15	10	35
Skills	30	15	20	65
Total %	40	30	30	100

A Student:

1	investigates a range of work environments
2	examines different types of work and skills for employment
3	analyses employment options and strategies for career management
4	assesses pathways for further education, training and life planning
5	communicates and uses technology effectively
6	applies self-management and teamwork skills
7	utilises strategies to plan, organise and solve problems
8	assesses influences on people's working lives
9	evaluates personal and social influences on individuals and groups



School Name: Arthur Phillip High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for BSB30120 Certificate III in Business Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry	Yearly Exam
Code	Unit of Competency	HSC Examinable	Week 7 Term 1	Week 7 Term 2	Week 7 Term 3	Week 9/10 Term 3
BSBTEC201	Use business software applications	Yes	X			
BSBTEC202	Use digital technologies to communicate in the work environment	No	X			
BSBWHS311	Assist with maintaining workplace safety	Yes		X		
BSBINS302	Organise workplace information	No		X		
BSBXCM301	Engage in workplace communication	Yes			X	
BSBOPS201	Work effectively in business environments	No			X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

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”.



School Name: Arthur Phillip High School

Joinery

Assessment Schedule Year 11 – 2025

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 2 completion may be carried over to HSC year			Task 1 White card	Task 2 Work Safe, Stay Safe	Task 3 Working it out	Task 4 Project Planning	Yearly Exam
Code	Unit of Competency	HSC Examinable	Week 10 Term 1	Week 10 Term 1	Week 10 Term 2	Week 10 Term 3	Week 9/10 Term 3
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓		X			
CPCCOM1011	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 at completion of Year 11 is a 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”.



School Name: Arthur Phillip High School

Assessment Schedule Year 11 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality			Task 1 Safety in the kitchen	Task 2 Service please	Yearly Exam
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 10	Week 8	Week 9 /10
			Terms 2	Term 3	Term 3
Code	Unit of Competency	HSC Examinable			
SITXWHS005	Participate in safe work practices	X	X		
SITXFSA005	Use hygienic practices for food safety	X	X		
SITXFSA006	Participate in safe food handling practices	X	X		
SITHCCC025	Prepare and present sandwiches		X		
SITXCCS011	Interact with customers	X		X	
SITXCOM007	Show social and cultural sensitivity			X	

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

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”.