



*Assessment Booklet*

**YEAR 11 2024**



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# Arthur Phillip High School

## Assessment Policy

### Principal's Message

Welcome to your Preliminary HSC year of schooling.

This handbook will provide you with a guide to assist with the successful completion of your Preliminary and HSC year. The Higher School Certificate (HSC) is the highest educational award in NSW schools. It is awarded to students who have satisfactorily completed Years 11 and 12 at secondary school. To be eligible, students must meet HSC course requirements, sit for the statewide HSC examinations as well as achieve the minimum standards in reading, writing and numeracy. The HSC is an internationally recognised credential that provides a strong foundation for students wishing to pursue tertiary qualifications, vocational training or employment.

The highest level of fairness in the assessment process and honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of tasks. Throughout the assessment process, integrity and reliability is also required.

It is an expectation of the NSW DoE that students attend classes every day that school is operational. Students must meet this attendance requirement until the final day of school as determined by current Department of Education policy relating to student attendance. For the two years of the Higher School Certificate course, it is difficult for a student to have an extended period away from school and still successfully complete the HSC course. It is the APHS expectation that students attend all time-tabled lessons except those when you are ill or if approved leave for exceptional circumstances has been granted.

Students and parents/guardians are advised to consult the co-ordinating Deputy Principal, Year Adviser, or Head Teacher of the subject concerned if they are in doubt about any aspect of the assessment procedures. It is particularly important that parents or students contact the school immediately in cases of sickness, misadventure or hardship leading to non-completion or late completion of an assessment task. Malfunction of computers or printers is not an acceptable reason for consideration when tasks are not completed satisfactorily by due dates.

There are four key elements to success in senior schooling:

- Consistency – which requires you to regularly and diligently undertake the work required of you in class and at home.
- Application - is being focused and putting your skills and knowledge to the purpose of widening and building upon your Knowledge. You demonstrate this knowledge and understanding by completing all work and tasks issued.
- Attitude – success at school equates to having a positive attitude towards school and the learning you undertake every day in class.
- Attendance - you are present at school every.

Senior students must develop a work ethic that reflects a serious commitment to their studies to maximise their potential. If you need any help with school or other matters, please make contact with the Senior Mentor Team.

I look forward to a very productive, enjoyable and successful year for all students.

Yours sincerely

Linda Macleod

Principal

## Introduction to this Document

NESA requires that schools provide a grade of each student's performance in each Preliminary Course.

This booklet outlines the assessment tasks that must be completed to show that students have satisfied the requirements of each course. Student assessment provides evidence for making judgments about student achievement.

Each student is required to acknowledge they have received the booklet and understand their rights and responsibilities with regard to assessment.

Students must complete all coursework to a satisfactory standard in order to meet the requirements of the Preliminary course.

If students have any concerns or issues regarding any assessment task, they should consult the Head Teacher of the faculty in which the course is delivered and then the Deputy Principal responsible for their year group.

If students are going to be absent for any period of time, they must first request approval from the Principal.

Information provided in this booklet is taken from the ACE (Assessment Certification Examination) manual.

Further information on HSC assessment may accessed at <https://ace.nesa.nsw.edu.au/> and from NSW Education Standards Authority (NESA) at: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

## Overview of Policy

NESA requires that schools provide an assessment of each student's performance in each Preliminary course.

### RIGHTS AND RESPONSIBILITIES

The school is responsible for:

- a. setting assessment tasks which will be used to measure student performance in each component of a course
- b. specifying a mark/weighting for each assessment task
- c. weightings may be reviewed in exceptional circumstances for school HSC assessment tasks
- d. informing students of the requirements of each assessment task (see section 3.3)
- e. keeping records of each individual's performance in every assessment task
- f. providing meaningful feedback to each student for all assessment tasks
- g. providing information to students, during the course that will show their order of merit and the relative differences between them

Students are responsible for:

- a. meeting all course requirements, including attendance at classes
- b. applying themselves with diligence and sustained effort to the set work and experiences provided in each course
- c. being aware of assessment requirements and procedures
- d. making a serious attempt at all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N determination' for that course
- e. their personal honesty – work submitted must be the student's own work, consistent with "HSC All My Own Work" module
- f. submitting all tasks on or before 08:45am on the due date (unless otherwise specified)
- g. being present for all 'in-class' tasks and examinations unless official leave has been approved.

Measuring achievement at several points during the course can provide more accurate indication of student achievement than a single, final assessment event. Multiple measures also cater for any knowledge and skills outcomes that are better assessed in specific settings or times (eg research, fieldwork or practical skills).

The assessment grades submitted by the school reflect the knowledge and skills objectives of the course and the related outcomes. This does not include values, attitudes or conduct of the student.

Students with a disability may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

## Standards Referenced Approach

The Preliminary and HSC Courses use a standards-referenced approach to assessing and reporting student achievement. This means that the achievements of students are assessed and reported against specified standards that are established by NESA for each course. In a Standards Referenced Approach, students are recognised for what they know, understand and can do. The mark they receive will reflect the standard which the student has achieved in the course. It is not student versus student, it is the student measured against the standard.

## Australian Tertiary Administration Rank (ATAR)

The ATAR is a number between 0.00 and 99.95 (with increments of 0.05). It provides a measure of overall academic achievement in the HSC, which assists universities in ranking applicants for university selection.

A candidate's ATAR is based upon the scaled aggregate of the marks in the **best ten units** of Board Developed courses, subject to the following conditions:

- a. **the best two units of English must be included in the ATAR**
- b. the best eight units from the remaining Board Developed courses are included

**The ATAR is a rank, not a mark.** The only purpose of the ATAR is to assist universities in ranking school leaver applicants for tertiary selection in a fair and equitable way. The ATAR should not be used for any other purpose.

## Assessment Requirements and Guidelines (ACE Manual-Section 11.13)

The HSC is awarded to students who have satisfactorily completed all eligibility requirements.

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

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

There are some important points to note from this.

- Principals may determine that, as a result of absences, a student may not have completed the course.
- Students have to "satisfactorily" complete a Preliminary Course in a subject before being allowed to attempt the HSC Course in that subject.
- Teachers will keep a record of student performance in all formative tasks. If a student does not complete formative tasks, parent(s) and/or guardian(s), will be advised in writing through a Non-Completion (N) Course Warning Letter.

If there is a valid reason for absences, for example an on-going illness, and the student is not able to complete the set tasks over an extended period of time, even with adjustments, an interview will be arranged with the Deputy Principal. This is to determine if it is possible for the student to demonstrate the outcomes of the course.

If there is not a known valid reason for on-going absences, parent(s) and/or guardian(s) will be contacted and an interview arranged to discuss why the student is regularly missing classes, the impact on the student's capacity to demonstrate the course outcomes and whether or not additional support can be provided to assist the student meet the expectations of the Course. While it is acknowledged that some students may experience on-going physical or mental health issues during the year, assessment measures must be fair and valid. It is not possible to assess students on potential or to provide on-going estimates for scheduled tasks. Every attempt is made to support students. Indeed, the school is proud of the level of care and compassion demonstrated by staff, however NESAs requires evidence that students have met course requirements.

## Assessment Marks and Notification

The assessment grade 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 a minimum of two weeks' written 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
- marking criteria / rubric / information about how the task will be assessed

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 will be given feedback on their task attempts.

## Assessment Schedules

Assessment will commence in Term 1 when all the Preliminary courses begin. The final assessment will include only marks achieved during the Preliminary assessment period and from those tasks designated in individual subject course schedules.

## Adjustments for students with Disability

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks, including examinations.

Students with a disability may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

Class teachers are aware of students requiring disability provisions and will implement appropriate support.

## Absence when a task is notified

Whenever students are absent from school, it is **their responsibility** to ensure that they know what work has been missed and to catch up with that work. The same conditions apply if students are absent when written notification of an assessment task is issued. **It is the student's responsibility to be alert to the notification of tasks.** No automatic extension is granted to students who are absent on the day the notice of the task is given.

## Submission of Assessment Task

When a student is present at school, they are considered fit and able to undertake any scheduled assessment on that day. No extensions or considerations will be applied if they complete the task.

Students who are unfit to participate in the assessment task should not attend school and should immediately contact the school on the day of the absence and notify the school they have an assessment task due. Students may make all reasonable efforts to have the work delivered, by hand or email to their teacher.

Students should complete the misadventure process immediately upon return to school before attending any classes.

The assessment task notification will specify at what time a task is to be submitted. 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 penalized 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.

## Attendance and Task Requirements

Students must demonstrate that they are serious candidates for the Higher School Certificate by their **regular attendance at school and in lessons** and through their **satisfactory performance in assessment tasks.** They must be present and be on time at the place specified for each assessment task. Take home tasks must be submitted at the correct time and location as specified in the assessment notification.

Students are expected to have a back-up digital copy of any digitally created work. **Technology failure** is **not an acceptable excuse** for missing an assessment due date.

Students who **do not complete/submit an assessment task** will be awarded a ZERO mark. **A NESA 'N' determination Warning** letter may be sent. Students will still be required to submit the task and receive feedback. This process will redeem the 'N' determination warning.



## Extended Leave - Travel

It should be noted that the NSW DoE guidelines do not permit authorisation of travel for holiday purposes during school term. Where students apply for extended leave - travel, the granting of the leave may only be approved by the Principal. Without Principal authorisation a zero mark may be recorded.

## Absence on holidays during examinations or Assessment tasks

- Students are aware of the weeks for all assessment tasks and dates of formal examinations many months in advance. They are gazetted on the school's website, Sentral Portal and course assessment schedules handed out at the beginning of the Preliminary year.
- Students and their families must make sure no holidays are planned during these periods as rescheduling may not be possible. Any assessment tasks (research task, in-class test, etc) due during a planned absence must be handed in before the absence or a zero mark may be awarded. Leave will not be approved during the HSC year.

## Non-completion of Internal Assessment Tasks

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task.

In exceptional circumstances, where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Principal will authorise the use of an estimate based on other appropriate evidence. Where there is no valid reason for not completing an assessment task, a zero mark must be recorded for that task.

**Non-Serious or Non-Attempts**. Students should complete an assessment task or enter a HSC examination knowing they **must** make a **genuine effort at the task or examination**. NESA Rules and Procedures describe the requirements that students make a serious attempt to answer the examination questions. Failure to do so is called a non-serious attempt or non-attempt.

A student's task or examination is considered a **non-attempt** if there is no evidence of academic engagement with the task or examination. Students are required to attempt a range of question types throughout the examination paper or task. It is not sufficient to answer multiple choice questions only or, only one section of the paper or task is attempted. Merely rewriting the question is **not** considered to be an adequate attempt at the paper or task.

A **non-serious attempt** is where students write or draw frivolous or objectionable material in response to a question. If a student is identified as providing non-serious or non-attempts, they will be asked to justify why they should receive a result in the task or examination. The consequences may be significant and may include not receiving an award in that course and/or the award of the HSC.

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. 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 teacher's professional judgment.

## Late submission of an Assessment Task

Students are required to submit work by the due date. If there is evidence of Illness/Misadventure, students are to complete the Illness/Misadventure Application form with supporting documentation and submit it to the Deputy Principal. Students who submit a task after the due date **may be awarded a zero mark**.

A student who becomes ill or suffers an illness/misadventure at school on the day of an assessment task **MUST** report firstly to the Deputy Principal (or the Principal). If the student is ill but decides to do the assessment task, the student should notify the class teacher before the assessment task commences.

A student may apply for an extension to the due date if they feel that they have a genuine inability to meet a due date due to exceptional circumstances. A student who wishes to apply for an extension to the due date must complete an 'Illness/Misadventure' form and submit it to the Year 11 Deputy Principal as soon as reasonably possible.

If a student's **inability to meet assessment dates** can be foreseen prior to the deadline, it is the student's responsibility to immediately contact the Deputy Principal before the date of the task, who determines that the activity warrants a change of circumstance. Examples include emerging clashes with acceptable school activities (e.g. Representative sport, Work placement, Leadership events). If an acceptable absence occurs, an Illness/Misadventure form, with a statement from the supervising teacher, must be submitted to the Deputy Principal, before the school activity.

Students should not assume that an extension will be granted. Any requests for an extension to the due date will be assessed on a discretionary basis. If the student does not receive an approved extension and does not submit any component of the task, they will receive a mark of zero.

**Students absent from a formal examination** must contact the school immediately to notify the school that they are unfit to sit the examination. The student must provide a C1 form for the day of the missed examination and complete an Illness/Misadventure form online. The C1 form may be handed to the Deputy Principal on the first day they return to school.

## Invalid or Unreliable results

In such a case, the Principal may authorise the use of an additional task, a substitute task, estimated marks and/or a change of weightings.

## Honesty in HSC Assessment: What is 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 and will jeopardise their Higher School Certificate results.

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 books, journals, CDs or the internet without reference to the source
- building on the ideas of another person 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, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Any student found to have plagiarised or to be guilty of malpractice will be awarded **zero** for the whole task. Parents will be notified. Where a teacher suspects a student of plagiarism or malpractice, the following procedures will apply:

- The teacher will discuss the matter with the student and then present the details to the Head Teacher who will determine whether to proceed with the matter.
- The Head Teacher and the teacher together will, if necessary, further interview the student in order to establish the student's response to the alleged plagiarism.

Should the Head Teacher determine to proceed further, the matter will be referred to the Deputy Principal and may do one or more of the following:

- Require the student to undertake additional assessment in that subject.
- Return a mark of zero for the assessment.
- Record the task as a non-attempt.
- Issue an N-Determination warning.

Please note that the **use of artificial intelligence (AI)** can only be used within assessments where specific prior authorisation has been given, or when technology that uses AI has been agreed as reasonable adjustment for a student's disability (such as voice recognition software for transcriptions or spelling and grammar checkers).

Students should refer to the NESAs website for further details on cheating and malpractice and its consequences. Schools are required to complete a Malpractice register on the NESAs site for all incidences of malpractice.

## Communication of Results/ Student Appeals

- Each student should be given the raw mark for each task.
- Each student can be given their course ranking for each task.

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. If the matter cannot be resolved, the appeals process can be used to refer the matter to the assessment appeals panel. It should be noted however that a teacher's professional judgment cannot be the basis of an appeal.

Students will not be advised of the final raw course mark.

## Failure to complete NESA requirements

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

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

For courses that include school assessment marks, students must also make a genuine attempt at assessment tasks that contribute more than 50% of the possible school assessment marks for that course. While a task submitted after the due date may score zero, it may be essential that the student submits the task in order to avoid falling below the level required by this regulation.

The **non-completion of a course procedure** commences when a student has not met one of the above requirements. The school is required to warn students in sufficient time to allow them to correct the problem which has placed them at risk.

The **first official warning** letter is issued indicating the area(s) of concern. The teacher (and Head Teacher) interviews the student in danger of not satisfactorily completing a course. The teacher documents the interview which outlines what action the student needs to take in order correct the situation. It will also specify the time frame.

A **second official warning** letter will be issued if a student continues to fail to meet NESAs requirements. A student cannot receive more than one warning letter for the same task. Once the second warning letter is issued, an interview with the Deputy Principal and Head Teacher will be organised to discuss all outstanding and current concerns. At the interview, a plan for improvement will be negotiated and be implemented over an agreed time.

Issuing a **third official warning** letter indicates a very serious concern that the student is at risk of receiving a N-Determination and will have to act immediately to avoid it. The student and parent will have an interview with the Deputy Principal, or Principal, to explain why he/she should not receive an N-Determination. The Principal or Deputy Principal will explain what actions, if any, the student can take to meet course requirements.

Any **further official warning** letters issued and/or unsuccessful completion of a formal program of improvement will result in an interview with the Principal who will make a decision regarding and **“N” determination.**

NESA states that students who have received a minimum of two official warning letters in a single course and two 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.

## Formal Examination Period

Year 11 will have one school based, formal examination each year. Students are encouraged to keep a digital copy and the hard copy provided by the school.

Preliminary End of Course Examinations: Term 3, Weeks 9 and 10.

## Illness and Misadventure Appeal

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

To be approved for special consideration, a student must complete and submit online an *Illness/Misadventure Appeal Application* to the Year Group Deputy Principal within 48 hours of the task due date. *Illness/Misadventure Appeal Application* forms can be accessed via **APHS Connect 1 to 1** under Stage 6 Assessment. The Principal may accept late applications.

Any student who is ill is required to download a C1 form (from APHS Connect 1 to 1 under Stage 6 assessment) 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 Connect 1 to 1 under Stage 6 assessment) 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*.

## Work placement

The courses in the Vocational Education and Training (VET) Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages.

Work placement is a mandatory HSC requirement of each framework course and for some other VET courses. For each course, a minimum number of 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.

## 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 in 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 determine a HSC examination estimate, which should be based on two formal examinations during the 240 hour course. Therefore, in addition to competency assessment, all students in VET courses must undertake Year 11 Preliminary examinations and HSC Trial examinations to be used for this purpose.

Work placement is a **mandatory HSC requirement** of curriculum framework VET courses. Students are required to complete a minimum of 35 hours of mandatory work placement for each 2 units of a VET curriculum Framework course studied. Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements.

Information regarding mandatory assessment tasks will be set out in an assessment schedule. These tasks will be used as evidence of competency. Refer to individual pages in this booklet for details for various courses.

## Year 11 Assessment Calendar - 2024

### Term 1 - 2024

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

### Term 2 - 2024

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



## Year 11 Assessment Calendar - 2024

### Term 3 - 2024

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

# Arthur Phillip High School

## Assessment Schedule 2024

### Ancient History - Stage 6 - Year 11

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task</b>	Source Analysis and Speech	Historical Investigation	Preliminary Exam	
<b>Topic</b>	Representations of Troy and the Trojan War	Historical Investigation	All Coursework	
<b>Timing</b>	Term 1 Week 9, 2024	Term 2 Week 10, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	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	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	10	5	<b>20</b>
Historical inquiry and research	10	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

*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 2024

### 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 9, 2024	Term 2 Week 10, 2024	Term 3 Weeks 9-10, 2024	
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	<b>40</b>
Working Scientifically	25	15	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

**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 2024

# Business Studies - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Research and Report	Research Task	Preliminary Exam	
<b>Topic</b>	Nature of Business	Business Planning	Business Management	
<b>Timing</b>	Term 1 Week 7, 2024	Term 2 Week 7, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding	5	15	20	<b>40</b>
Stimulus based skills	10		10	<b>20</b>
Inquiry and Research	5	15		<b>20</b>
Communication of business information, ideas and issues in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

**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 2024

### Chemistry - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Skills-Based Assessment	Depth Study	Preliminary Exam	
<b>Topic</b>	Introduction to Quantitative Chemistry Properties and Structure of Matter	Reactive Chemistry	Modules 1-4	
<b>Timing</b>	Term 2 Week 3, 2024	Term 3 Week 1, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	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	
<b>Components</b>				<b>Weighting %</b>
Knowledge and Understanding		8	32	<b>40</b>
Working Scientifically	20	32	8	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

**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 2024

# Community & Family Studies - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Research Task	Research Task	Preliminary Exam	
<b>Topic</b>	Resource Management	Individuals and Groups	Families and Communities	
<b>Timing</b>	Term 1 Week 9, 2024	Term 3 Week 1, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	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	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding course content	15	15	10	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

*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 2024

# Design & Technology - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Product Design Project	Environment Design Project	Prelim Exam	
<b>Topic</b>	Let there be Light	Floating House	Final Examination	
<b>Timing</b>	Term 2 Week 4, 2024	Term 3 Week 6, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	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	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	25	25	10	<b>60</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

**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 2024

### Economics - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Group Research and Presentation	Research Task	Preliminary Exam	
<b>Topic</b>	Operations of an Economy	Role of the Market / Labour of the Market	Financial Markets Roll of Business in the Economy	
<b>Timing</b>	Term 1 Week 6, 2024	Term 2 Week 9, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	P1, P2, P7, P10, P12	P8, P9, P10, P11	P3, P4, P5, P6, P7, P11	
<b>Components</b>				<b>Weighting %</b>
Knowledge and Understanding	10	10	20	<b>40</b>
Stimulus based skills		10	10	<b>20</b>
Inquiry and research	10	10		<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	10		10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**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 2024

### Engineering Studies - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Individual Report	Group Project	Prelim Exam	
Topic			Final Examination	
Timing	Term 2 Week 1, 2024	Term 3 Week 1, 2024	Term 3 Weeks 9-10, 2024	
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	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**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 2024

### English Advanced - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Writing Portfolio	Multi-Modal Presentation	Preliminary Exam	
<b>Topic</b>	Common Module	Module A	All Modules	
<b>Timing</b>	Term 1 Week 10, 2024	Term 2 Week 7, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	EA11-1, EA11-3, EA11-6	EA11-2, EA11-7, EA11-9	EA11-4, EA11-5, EA11-8	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	25	15	10	<b>50</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

**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 2024

### English EAL/D - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Writing Portfolio	Multi-Modal Presentation	Prelim Exam	
<b>Topic</b>	Module A	Module C	All Modules	
<b>Timing</b>	Term 1 Week 10, 2024	Term 2 Week 6, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	EAL11-1A, EAL11-1B, EAL11-3, EAL11-6	EAL11-2, EAL11-6, EAL11-7, EAL11-8, EAL11-9	EAL11-3, EAL11-4, EAL11-5, EAL11-7, EAL11-8	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	20	20	<b>55</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	10	<b>45</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**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 2024

### English Extension 1 - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Creative Task and Reflection	Multi-Modal & Research Task	Preliminary Exam	
<b>Topic</b>	Texts, Culture and Value	Related Research Project	All Modules	
<b>Timing</b>	Term 2 Week 3, 2024	Term 3 Week 5, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts & communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

*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 2024

### English Standard - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Writing Portfolio	Multi-Modal Presentation	Preliminary Exam	
<b>Topic</b>	Module A	Module B	All Modules	
<b>Timing</b>	Term 1 Week 10, 2024	Term 2 Week 7, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	EN11-1, EN11-3, EN11-6	EN11-2, EN11-7, EN11-9	EN11-4, EN11-5, EN11-8	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	25	15	10	<b>50</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

**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 2024

### English Studies - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Writing Extended Response	Research Multimodal Presentation	Preliminary Exam	
<b>Topic</b>	Common Module Achieving through English-English in education, work and community	Module A We Are Australian-English Citizenship, community and cultural identity	Common Module Module A Module E (All modules)	
<b>Timing</b>	Term 1 Week 10, 2024	Term 2 Week 7, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10	ES11-1, ES11-5, ES11-9	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-9, ES11-10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in: <ul style="list-style-type: none"> <li>• comprehending texts</li> <li>• communicating ideas</li> <li>• using language accurately, appropriately and effectively</li> </ul>	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

*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 2024

# Enterprise Computing - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Project	Project	Preliminary Exam	
<b>Topic</b>	Interactive Media and UX Design	Networking Systems and Social Computing		
<b>Timing</b>	Term 1 Week 9, 2024	Term 2 Week 8, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	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	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	30	<b>50</b>
Knowledge and skills in the practical application of the content	15	25	10	<b>50</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

**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 2024

### Food Technology - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Research Task	Practical Design Task	Prelim Exam	
<b>Topic</b>	Food Availability and Selection	Food Quality	Yearly Exam	
<b>Timing</b>	Term 1 Week 10, 2024	Term 2 Week 9, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	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	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating		20	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		<b>30</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

*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 2024

### Geography - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Stimulus and Skills Task	SGP	Preliminary Exam	
<b>Topic</b>	Earth's Natural Systems	People, Patterns and Processes, and Geographical Investigation	Human Environment Investigation	
<b>Timing</b>	Term 1 Week 8, 2024	Term 2 Week 10, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	P2, P3, P8, P9, P10	P1, P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P6, P9, P10, P12	
Components				Weighting %
Knowledge and Understanding of Course Content	10	10	15	<b>35</b>
Geographical Tools and Skills	10	5	10	<b>25</b>
Geographical Inquiry and Research, Including Fieldwork		15		<b>15</b>
Communication of Geographical Information	10	10	5	<b>25</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**A Student:**

P1	differentiates between spatial and ecological dimensions in the study of geography
P2	describes the interactions between the four components which define the biophysical environment
P3	explains how a specific environment functions in terms of biophysical factors
P4	analyses changing demographic patterns and processes
P5	examines the geographical nature of global challenges confronting humanity
P6	identifies the vocational relevance of a geographical perspective
P7	formulates a plan for active geographical inquiry
P8	selects, organises and analyses relevant geographical information from a variety of sources
P9	uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
P10	applies mathematical ideas and techniques to analyse geographical data
P11	applies geographical understanding and methods ethically and effectively to a research project
P12	communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

**Arthur Phillip High School**

**Assessment Schedule 2024**

**Industrial Technology - Graphics - Stage 6 - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of Task</b>	Individual Project	Group Project	Preliminary Exam	
<b>Topic</b>	Product Design Graphics	Architectural Design Graphics	Industry Related Manufacturing Technology, Industry Study	
<b>Timing</b>	Term 2 Week 3, 2024	Term 3 Week 5, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	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	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in the management, communication and production of projects	25	25	10	<b>60</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

*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 2024

# Industrial Technology - Multimedia - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>		Group Video	Prelim Exam	
<b>Topic</b>	Branding Package		Final Examination	
<b>Timing</b>	Term 2 Week 6, 2024	Term 3 Week 5, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	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	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in the management, communication and production of projects	25	25	10	<b>60</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

*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 2024

# Industrial Technology - Timber - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>			Prelim Exam	
<b>Topic</b>	Table Model & Portfolio	Drawer Model & Portfolio	Final Examination	
<b>Timing</b>	Term 2 Week 3, 2024	Term 3 Week 5, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	P1.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	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	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in the management, communication and production of projects	25	25	10	<b>60</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>



*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 2024

# Legal Studies - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Media Research Task	Research Task	Prelim Exam	
<b>Topic</b>	The Legal System	The Individual and the Law	Law in Practice	
<b>Timing</b>	Term 1 Week 8, 2024	Term 2 Week 6, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	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	
<b>Components</b>				<b>Weighting %</b>
Knowledge and Understanding	20	20	20	<b>60</b>
Research	5	10	5	<b>20</b>
Communication	5	5	10	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

*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 2024

### Mathematics Advanced - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Class Test	Project	Prelim Exam	
Topic			End of Course Exam	
Timing	Term 1 Week 9, 2024	Term 2 Week 6, 2024	Term 3 Weeks 9-10, 2024	
Outcomes assessed	MA11-1, MA11-2, MA11-3, MA11-8	MA11-1, MA11-4, 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
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

*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 2024

# Mathematics Extension 1 - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Project	Class Test	Prelim Exam	
Topic			End of Course Exam	
Timing	Term 1 Week 9, 2024	Term 2 Week 6, 2024	Term 3 Weeks 9-10, 2024	
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
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

*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 2024

### Mathematics Standard - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
Nature of Task	Class Test	Project	Prelim Exam	
Topic			End of Course Exam	
Timing	Term 1 Week 9, 2024	Term 2 Week 6, 2024	Term 3 Weeks 9-10, 2024	
Outcomes assessed	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-2, MS11-5, MS11-6, MS11-9, 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
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

*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 2024

### Modern History - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Source Based Essay	Historical Investigation	Preliminary Exam	
<b>Topic</b>	Decline and Fall of the Romanovs	Historical Investigation	All Coursework	
<b>Timing</b>	Term 1 Week 10, 2024	Term 2 Week 10, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	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	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	10	5	<b>20</b>
Historical inquiry and research	10	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**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 2024

### Music 1 - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	In-class Formal Examination (Aural) and Presentation of 1x Performance	Composition Submission	Musicology Viva Voce and Presentation of 1x Performance	
<b>Topic</b>	Music for Radio, Film, TV and Multimedia	Technology and its Influence on Music	Music of Another Culture	
<b>Timing</b>	Term 1 Week 10, 2024	Term 2 Week 6, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	P1, P4, P6	P3, P7, P8	P2, P5, P9, P10, P11	
<b>Components</b>				<b>Weighting %</b>
Performance	10		15	<b>25</b>
Composition		25		<b>25</b>
Musicology			25	<b>25</b>
Aural	25			<b>25</b>
<b>Total %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

#### 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 2024

### PDHPE - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	In-class task	Report	Prelim Exam	
<b>Topic</b>	The Body in Motion	Better Health for Individuals	Yearly Examination	
<b>Timing</b>	Term 1 Week 8, 2024	Term 2 Week 8, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	P7, P8, P10, P11, P17	P1, P2, P3, P4, P15, P16	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	10	<b>40</b>
Skills in critical thinking, research, analysis and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>



*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 (Option 1)
P13	develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
P14	demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
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

# Arthur Phillip High School

## Assessment Schedule 2024

### Physics - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Skills-Based Assessment	Depth Study	Preliminary Exam	
<b>Topic</b>	Dynamics	Waves and Thermodynamics	Modules 1-4	
<b>Timing</b>	Term 1 Week 9, 2024	Term 2 Week 8, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	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	
<b>Components</b>				<b>Weighting %</b>
Knowledge and Understanding	10	8	22	<b>40</b>
Working Scientifically	20	32	8	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

**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 2024

# Society & Culture - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Research Plan and Proposal	Research Task and Presentation	Preliminary Exam	
<b>Topic</b>	The Social and Cultural World	Personal and Social Identity	All Coursework	
<b>Timing</b>	Term 1 Week 9, 2024	Term 2 Week 6, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	P1, P3, P4, P6, P9, P10	P2, P4, P7, P9, P10	P1, P2, P3, P4, P5, P6, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	30	<b>50</b>
Application and evaluation of social and cultural research methods	10	15	5	<b>30</b>
Communication of information, ideas and issues in appropriate forms	10	5	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**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 2024

# Software Engineering - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Individual Project	Group Project	Final Examination	
<b>Topic</b>	Programming Fundamentals	The Object Oriented Paradigm	All Topics + Programming Mechatronics	
<b>Timing</b>	Term 2 Week 2, 2024	Term 3 Week 7, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	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	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content		10	40	<b>50</b>
Knowledge and skills in the design and development of software solutions	20	30		<b>50</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

**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 2024

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

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Targeted Activity	Creating training sessions for selected sport	Sports Study	
<b>Topic</b>	Healthy Lifestyle	Sports Coaching	Games and Sports Applications	
<b>Timing</b>	Term 1 Week 8, 2024	Term 2 Week 10, 2024	Term 3 Week 6, 2024	
<b>Outcomes assessed</b>	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	
<b>Components</b>				<b>Weighting %</b>
Knowledge and Understanding	20	20	10	<b>50</b>
Skills	20	20	10	<b>50</b>
<b>Total %</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

*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 2024

# Textiles and Design - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Project and Portfolio	Project and Portfolio	Preliminary Exam	
<b>Topic</b>	Properties and Performance Burn and Design	Apparel Design	Yearly Exam	
<b>Timing</b>	Term 1 Week 9, 2024	Term 3 Week 1, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	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	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	30	<b>50</b>
Skills in critical thinking, research methodology, analysing and communicating	10	30	10	<b>50</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

*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 2024

# Visual Arts - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Artwork and VAPD Submission Artwork Annotations (In-class Open Book Test)	Artwork and VAPD Submission	Preliminary Exam	
<b>Topic</b>	Exploring Representation	Surrealism and Developing a Contemporary Practice	Yearly Exam	
<b>Timing</b>	Term 2 Week 2, 2024	Term 3 Week 6, 2024	Term 3 Weeks 9-10, 2024	
<b>Outcomes assessed</b>	P1, P2, P3, P4, P9, P10	P1, P4, P5, P6	P7, P8, P9, P10	
<b>Components</b>				<b>Weighting %</b>
Artmaking Practice	20	30		<b>50</b>
Art Critical & Historical Practice	10		40	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

*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 2024

# Work Studies (CEC) - Stage 6 - Year 11

Task number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Research Presentation	Report	Research Presentation	
<b>Topic</b>	My Working Life	Job Applications	Work life balance presentation	
<b>Timing</b>	Term 1 Week 9, 2024	Term 2 Week 5, 2024	Term 3 Week 7, 2024	
<b>Outcomes assessed</b>	1, 2, 3, 4, 5, 7, 9	2, 3, 4, 5, 7, 8	2, 4, 5, 6, 7, 8	
<b>Components</b>				<b>Weighting %</b>
Knowledge and Understanding	10	15	10	<b>35</b>
Skills	30	15	20	<b>65</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

*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