



Year 11 Assessment Handbook 2025

College Vision

To educate young women in the Josephite tradition that empowers them to act justly and to lead lives as disciples of Jesus.

Mission Statement

The St Joseph's Catholic College community empowers young women who are shaped by their relationship with Jesus Christ within the Catholic tradition and inspired by St Mary of the Cross MacKillop to make a difference in the world.

Our Young Women:

- develop relationships founded on discipleship and the Gospel
- strive for personal excellence and purpose
- develop their unique gifts and talents
- value learning and reflection that provide a foundation for individual growth and wellbeing
- act with courage, strength and gentleness in the service of others and in the stewardship of our earth
- value education as the foundation for achieving change in the world
- lead with compassion, serve with respect, pray with hope and act justly

Our Values

> Compassion > Hope > Justice > Respect

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Staff Directory



2025 COLLEGE LEADERSHIP TEAM

Principal	Mrs Carolina Murdoch
Assistant Principal - Student Achievement	Mr David Gardiner
Assistant Principal - Evangelisation & Catechesis	Mr Scott Beattie
Director of Wellbeing for Learning	Ms Amanda Balfour
Director of Learning and Teaching	Mrs Alexandra McArdle
Director of School Operations	Mr Kirk Mercer
Business Manager	Ms Nicole Murphy

MANAGEMENT SYSTEMS

Leader of Management Systems	Mrs Julie Finneran
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COLLEGE MINISTRY

Youth Minister and Leader of Mission	Mrs Phillipa Mercer
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LEADER OF WELLBRING FOR LEARNING YEAR 11

Year 11 2025	Ms Lousie Nash
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LEADERS OF LEARNING

Religious Education	Mrs Catherine Sammut
English	Ms Maria Woodhouse
HSIE (Human Society & Its Environment)	Mrs Kristie Kelaher
Mathematics	Ms Laura Andrikidis
PDHPE	Mrs Janelle Bartholomew
Science	Mrs Amanda Eades
TAS (Technological & Applied Studies)	Mr Kane Charles
Creative and Performing Arts	Mrs Sue Lockwood
Language	Mrs Samantha Andersen
Diverse Learning	Mrs Rebecca Elliott
Vocational Education & Training (VET) and TAFE	Mrs Rachael Grassi

SPECIAL RESOURCE TEACHERS

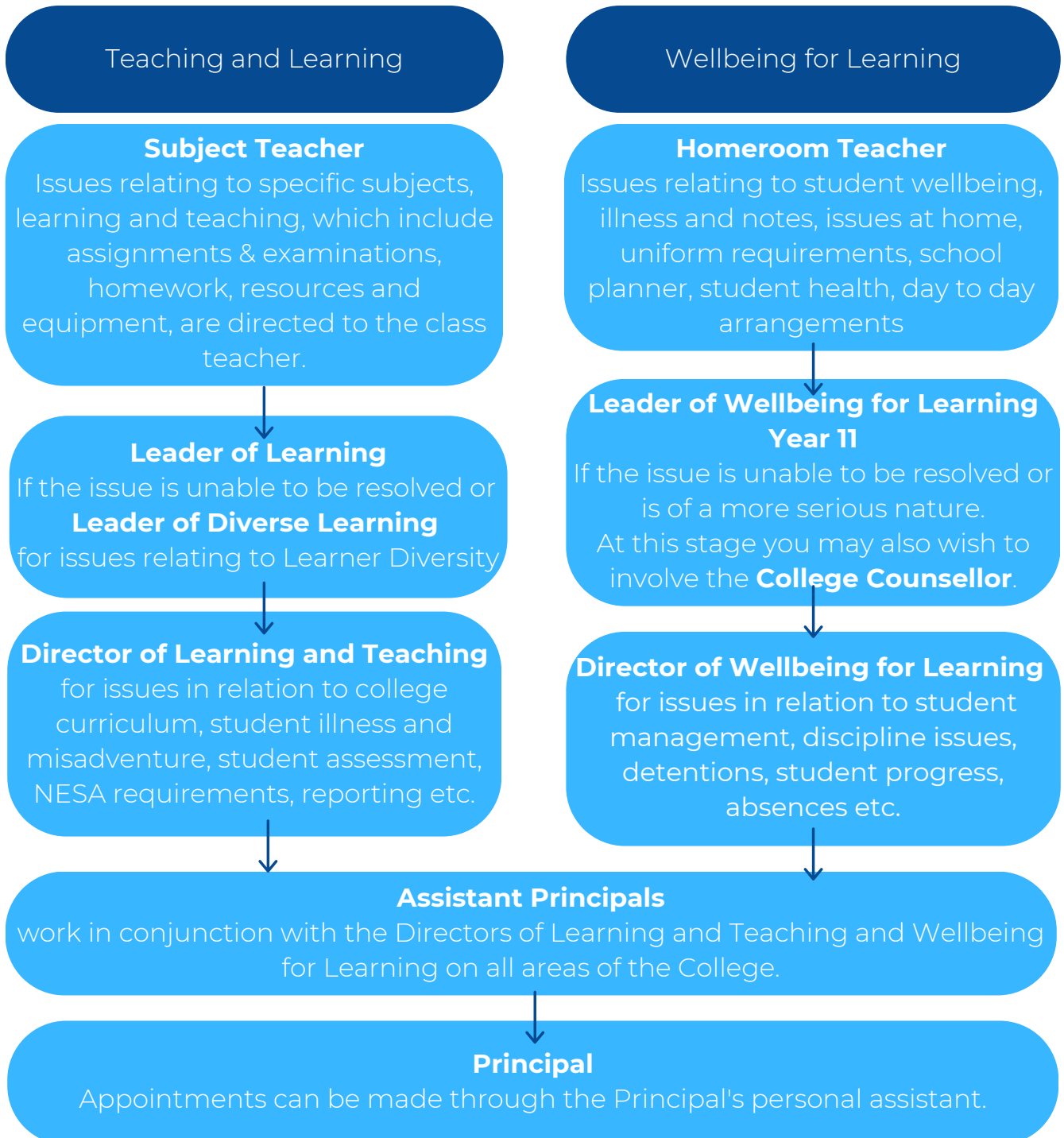
School Counsellors	Ms Nicole Musialik
Librarians	Mrs Louise Foyel
Careers Advisor	Mrs Rachael Grassi
Representative Sports Coordinator	Ms Darby Clark and Mrs Debra Northey
Disability Provisions – teacher in charge	Mrs Rebecca Elliott
Teacher in charge of Languages	Mrs Samantha Andersen

Lines of Communication



This information is provided to you to facilitate communication between home and the college. Most issues at St Joseph's Catholic College can be resolved very quickly if directed to the correct staff member. To assist you and your daughter, the flow chart below details the lines for effective communication within the college.

**Please note that the college office/reception hours are:
8.00am – 4.00pm Monday to Friday**



Assessment Policy and Procedure



St. Joseph's Catholic College assessment policy has been devised in the light of its Mission Statement, following guidelines laid down by NESAC, to be just to students on an individual basis, to the students in each course as a group, and to the teachers who have responsibility for its implementation.

1. Notification of Assessment Tasks

Notification of assessment tasks will be communicated to students in writing at least **two weeks** prior to the due date.

NOTE: It is each student's responsibility to check the details of the assessment task notification.

Approximate timings of tasks are located in this assessment handbook.

Additionally, if a student is absent when the assessment task notification is issued it is her responsibility to obtain the task information from the class teacher on return to school.

There will not be a staggered due date because of student absence.

2. Presenting assessment tasks

It is expected that students must present for the start of the school day when handing in a prepared task, unless illness/misadventure applies.

A student who is absent the day before an assessment task or arrives late to school/class must provide relevant documentation to demonstrate illness or misadventure otherwise the student may be deemed to have gained an advantage by taking extra time to complete the task and receive a zero mark.

2a. Hand in assessment tasks

- Assessment tasks must be submitted on the date and at the time indicated on the assessment notification, and only to the person designated on the notification. If, in exceptional circumstances, it is not possible to submit the task to the person nominated, the student should see the Leader of Learning for the course. If the Leader of Learning is not available, the student should see the Director of Learning and Teaching. **No tasks will be accepted at student services/reception.**

Students submitting electronically should do so to the designated platform (Teams/Google Classroom/email) by the time allocated on the task notification.

- Computer/technology/printing problems should be safeguarded by students through backing up. These would be used as evidence in genuine cases through the illness/misadventure appeal process. Computer/printer problems alone are not sufficient grounds for an illness/misadventure appeal. Students are encouraged to complete tasks ahead of time so that last minute technical difficulties can be sorted out in a timely fashion.

Assessment Policy and Procedure



- The security of the assessment task prior to submission is the responsibility of the student. No consideration can be given for tasks which have allegedly been lost or stolen.

2b. In-class tasks-tests, examinations, speeches and presentations

- It is expected that each student will bring basic equipment to an assessment task, as well as any special apparatus indicated by the class teacher or on the notification specification sheet. Students should not expect to be allowed to borrow equipment.
- Unless other instructions are given, normal examination conditions will apply to all tasks, including mobile phones and smart watches being prohibited from the examination room. Note that written instructions are given to each student prior to the formal examination periods detailing specific procedures and behaviour expectations.
- Where two or more classes exist in the same course an in-class assessment task may be scheduled during different periods throughout the school day. Students are reminded of the malpractice provisions of this policy and must understand that their interests are best protected by silence and not assisting students in a class who may have a similar task to complete later in the day. Common conditions and marking procedures will occur for all students.

Where there is an irregularity with the integrity of an assessment task, or where there is a problem with its administration, a completed task may have its weighting reduced and a replacement task may be added (with sufficient notice and adjusted weighting). In extreme cases a task may be totally discarded and/or a replacement task arranged.

If you are sick on the day of an in-class task/test and you sit for the task no allowance will be made for illness in the marking of that task.

Assessment marks must not be modified to take into account possible effects of illness or domestic situations.

3 Student performance

Students will be given timely and meaningful feedback on their performance. This information may be written and/or oral and given in relation to the marking guidelines and course outcomes to assist students in their learning in that course.

Students will be informed of their cumulative ranking at key points throughout the course. It should be noted that such rankings are interim only. Final assessment marks **WILL NOT** be disclosed to students as per NESA policy. At the conclusion of the HSC examinations students can view their Assessment Rank Order Notice, showing their ranking in each course, via Students Online on the NESA website.

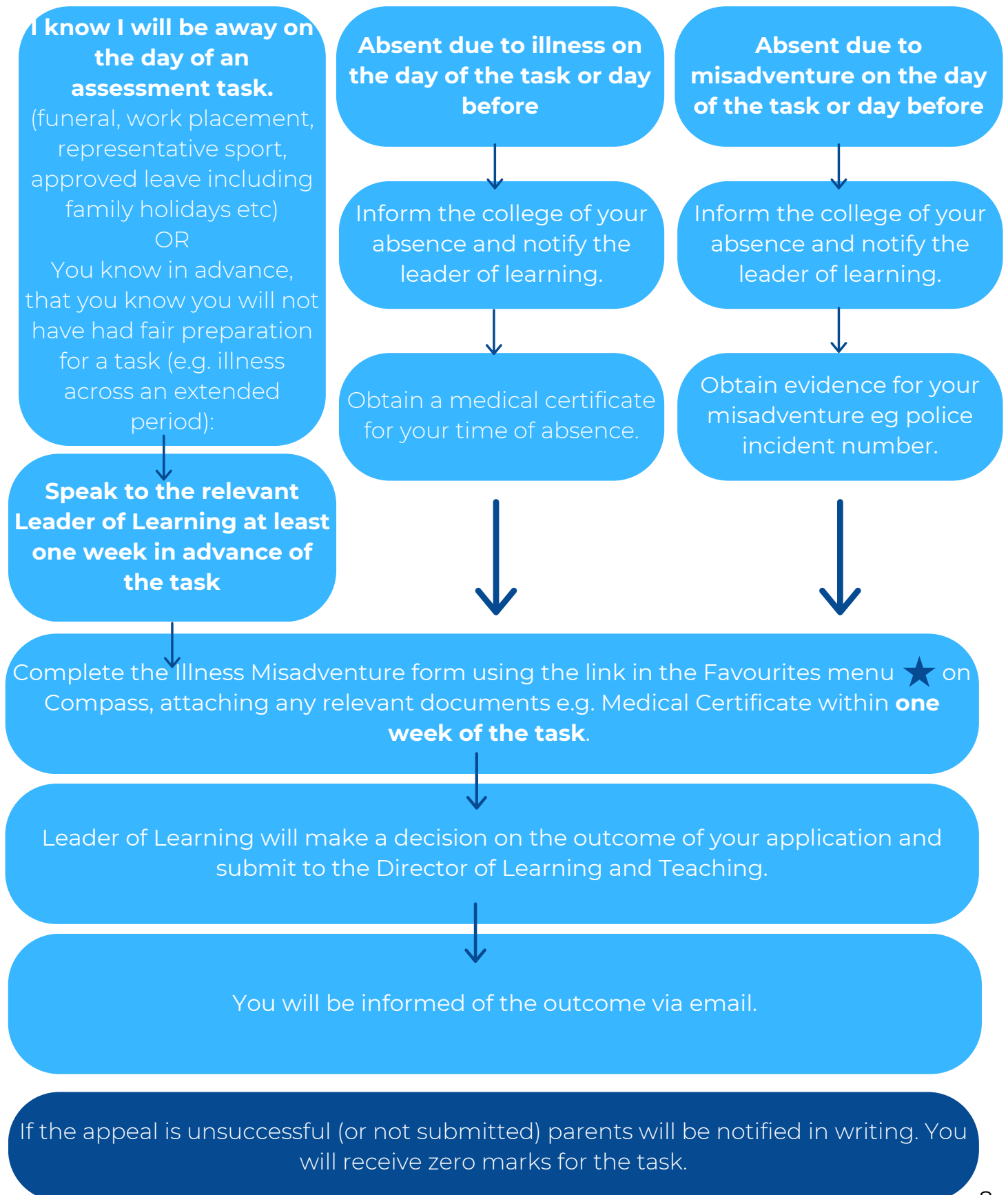
Students wishing to query their result must do so at the time of receipt of feedback for the task. Appeals in this area will not be considered at a later date.

Assessment Policy and Procedure



4. Non-presentation/attendance of an assessment task

A mark of **zero** will be awarded when a student does not submit/attend a task on the due date at the specified time, except in cases where the student lodges an illness/misadventure appeal and it is approved. Use the flow chart below outlining the Illness/Misadventure process.



5. Student responsibilities

schools are instructed not to make allowances for a student's poor performance due to illness or misadventure, students should not attempt an examination or test-style assessment when they are affected by illness or other circumstances. This means the student's actual performance, not potential performance, must be assessed in each task according to the published marking guidelines.

In the case of a task for submission, a student who will be absent for more than one day must arrange for the task to be delivered to the Leader of Learning.

A student returning to school after any absence must see the Leader of Learning immediately upon their return to school to make arrangements for:

- completion of the same task at an alternate time, or
- completion of an alternate task of similar nature, or
- in exceptional circumstances, an estimate of performance as deemed appropriate by the Leader of Learning and approved by the college Principal.

A student must be prepared to sit for the assessment task, or an alternate task, on the day of their return to school.

When a student misses a **scheduled examination during a formal examination period** e.g. HSC trials, it is the student's responsibility to contact the Director of Learning and Teaching as soon as possible to arrange to sit the missed examination at a later date during the examination period where suitable. **Documentation supporting an illness/misadventure appeal is essential and if this appeal is not successfully upheld then a mark of zero applies.**

6. Penalties

Penalties include the award of a **zero mark** which can be awarded in two instances: **non-presentation of/for a task without approved reason or an attempt to gain unfair advantage over other students.**

6a. Non-presentation

If a task is not attended/submitted by the specified time on the due date, and the student is not exempted by receiving approval for the illness/misadventure from the Director of Learning and Teaching, following the appropriate procedure outlined in **section 4**, the Leader of Learning and Director of Learning and Teaching will determine that the student be awarded a zero mark for that task. Parents will be notified through an official non-completion of course warning letter (**'N-warning'**). Advice on how to satisfactorily meet course requirements will be outlined in this letter; all 'zero' tasks will need to be completed to meet the course requirements.

6b. Malpractice (cheating or dishonest practices /unfair advantage/plagiarism) and non-serious attempts

All work submitted for assessment must be the student's own: **it cannot be copied from another student, plagiarised from reference material, downloaded from the internet, nor completed by nor in collaboration with another student (unless group work is specified in the task notification), parent, tutor or other. This includes the use of Artificial Intelligence (AI) to compose or improve assessment task submissions.**

Any work suspected of not being original will be subjected to further investigation by an Assessment Panel. If proven to be not original work, a **zero mark** will be awarded. All students involved, whether borrowers or lenders of work, are subject to a zero mark and parents will be notified in writing.

Any attempt to gain an unfair advantage over other students in terms of extra time (e.g. taking time off school the day prior to a task or arriving late at school on the due day), additional knowledge of the nature of a task, non-compliance with stated conditions and examination procedures or such, may result in the awarding of a zero mark with parents being notified. Any student found with a mobile phone, or similar device such as a smart watch, in an examination room will be given a mark of zero.

If a student's assessment task effort is deemed by the class teacher and Leader of Learning to be **non-serious**, the matter will be referred to the Director of Learning and Teaching. If confirmed, a **zero mark** may be awarded and parents will be notified. Non-serious attempts include the completion of multiple choice questions only in an examination, instances where there is no response to a question(s), extremely short or nonsensical responses and inappropriate comments as part of a response.

Note that if a section of an examination/assessment task is omitted/plagiarised it will be deemed a non-attempt and contribute its weighting to the overall non-completion of percentage of assessment tasks as per NESA policy. When a student fails to complete assessment tasks totally 50% or more of the final assessment marks, the Principal must certify that the course has not been studied satisfactorily. Students and parents are notified in writing when this rule is in danger of being breached.

6c. Warning to students

If a student is awarded a zero mark for a task and is thus at risk of not meeting the assessment requirements for a course, then

- **a written warning will be posted to the college record of student's address, outlining what needs to be completed, and the date for completion,**
- **a request from the student and her parent(s)/carer(s) for a written acknowledgment is included, and**
- **a copy of the warning notice is placed in the student's file.**

7. Satisfactory progression

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 made a genuine attempt at assessment tasks which contribute in excess of 50 percent of available marks in the course and has:

- (a) followed the course developed or endorsed by the NESA; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

7a. Identification - attendance

The Year Leader will monitor attendance to identify students of concern i.e. students with unexplained absences or lateness, for which no absence note has been provided in the seven days following return to school. Absence from class may result in the non-completion of course requirements. The Year Leader will issue a written warning to parents of students of concern. If absence continues an Assessment Panel will review the student's performance to determine if she is achieving course outcomes and applying herself with due diligence to the set tasks and experiences provided in the course.

Application/achievement/class attendance

The class teacher has the first responsibility to determine whether a student's progress in the course is satisfactory, whether her achievement is at a level consistent with her ability. Factors that might affect this include attendance at lessons – late arrival, unexplained absence, extended absence, unsatisfactory effort in completing formal and informal set tasks, inappropriate and inattentive classroom behaviour.

Progress sheets will be issued to class teachers for them to make comment on student performance. The sheets will request information on students for whom the teacher has documentation (e.g. dates of missed tasks, detention forms, diary entries) showing them to be at risk.

A student may not have satisfactorily achieved course outcomes if there is sufficient evidence of failure to fulfil course completion criteria or failure to make a genuine attempt at assessment tasks.

7b. Notification

The Leader of Learning will issue a warning letter on behalf of the Principal to students with identified unsatisfactory progression. Warning letters outline the precise concerns and ways that the student can remedy the situation. These letters assist the Principal in determining whether a student has satisfactorily completed a course. An interview involving the Leader of Learning and class teacher(s) concerned would normally follow the letters being sent.

7c. Consequences

Where sufficient opportunity has been provided and the student has not complied with the course requirements, an 'N' (unsatisfactory) determination will be applied. The Principal will:

- issue a letter to parents;
- inform students of their right to appeal and the procedure for such;
- submit the 'N' determination to NESA.

Where an N-determination is applied:

- in a 1 or 2 unit course, that course will not contribute to the required pattern of study;
- in the common component of related courses (e.g. Mathematics Advanced for a student enrolled in Extension 1), that course and the related additional course will not contribute in that year to the required pattern of study;
- in the Extension 2 additional course, that course only will not contribute in that year.

8. Student reviews/appeals

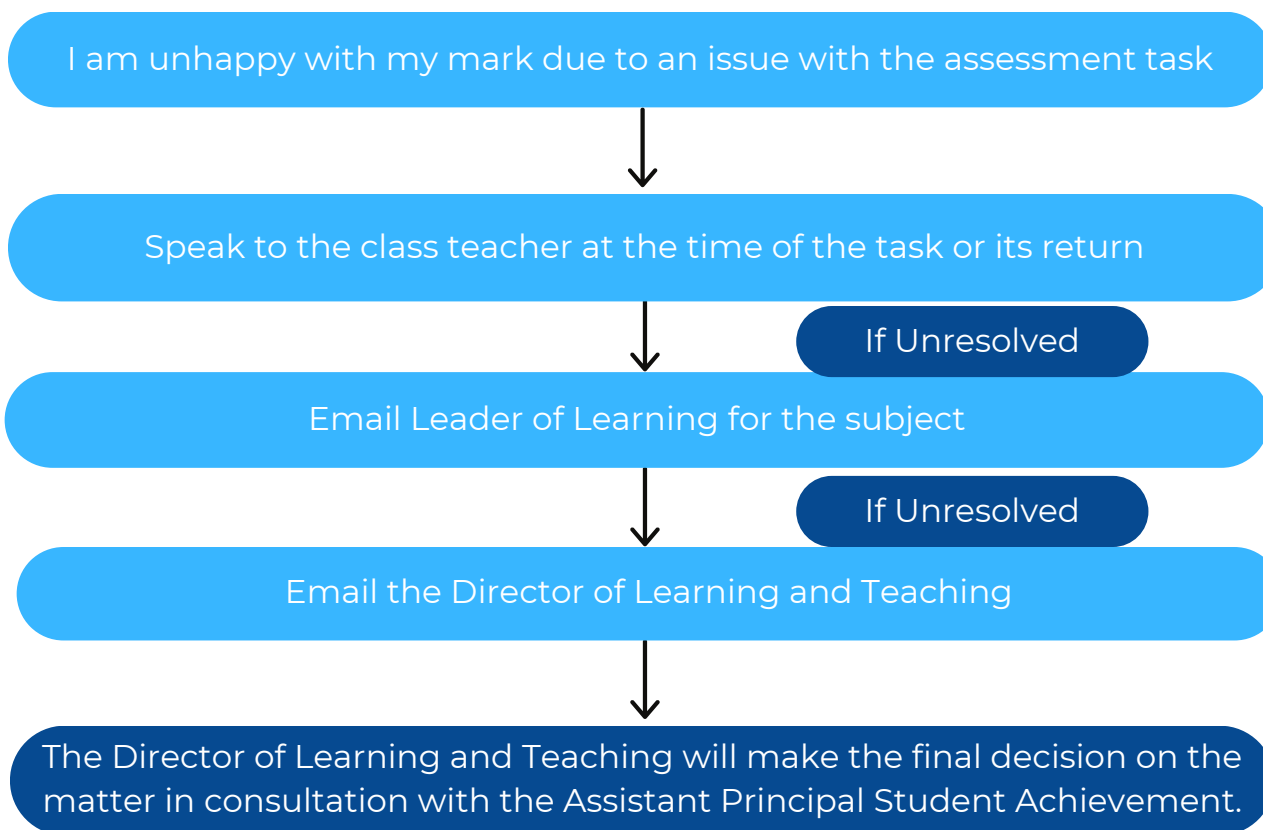
Once the assessment tasks are returned, students may appeal on the grounds of process only.

This might include:

- Incorrect calculation or additions in parts of an assessment
- A physical disturbance during the task in the classroom such as a fire drill
- Incorrect timing of a task
- Incorrect notification of the content of a task

Students may not appeal an assessment mark on the basis that they feel they deserved more marks or that the marker/s of the task failed to discern their intellectual intent. Appeals questioning teacher's professional judgment will not be considered.

Assessment Policy and Procedure



9. Student transfers

For Year 12 students who transfer to St Joseph's Catholic College prior to the end of Term 2, assessment marks are prepared based on those tasks that have been completed since the time of arrival at the college. For these students, each task is worth more than the stated amount taking into account the value of the component(s) missed.

10. Disability provisions

Students seeking disability provisions (e.g. extra time, reader, writer, enlarged print, separate supervision) need to have their requests registered with the Director of Learning and Teaching, who will liaise with the teacher-in-charge of disability provisions (Mrs Elliott) generally before the commencement of the first assessment task of the HSC program.

Once formal notification of disability provisions has been received from NESAs, the student is entitled to these for each assessment task of her program of study. It is the responsibility of the student to arrange with the Leader of Learning and the teacher-in-charge of disability provisions, well in advance of an assessment task for these disability provisions to be made.

YEAR 11

ASSESSMENT

SCHEDULES

2025

ANCIENT HISTORY

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code	Descriptor
	A student:
AH11-1	describes the nature of continuity and change in the 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

COMPONENTS		WEIGHTINGS
A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms	20

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weighting	
			A	B	C	D	Sem 1	RoSA
Term 1 Week 9	AH11-2, AH11-6, AH11-9, AH11-10	Source Based examination	15	5	5	5	100	30
Term 2 Week 8	AH11- 1,2,3,4,5,6,7,8,9, 10	Historical Investigation	5	5	15	10		35
Term 3 Week 9- Week 10	AH11- 1,2,3,4,5,6,7,9, 10	Final Course Examination	20	10		5		35
		Total	40	20	20	20		100

BIOLOGY

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code	Descriptor
	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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Working Scientifically	60

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component		Weighting	
			A	B	Sem 1	RoSA
Term 1 Week 9	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8	First-hand investigation (Unit 1)	10	20	100	30
Term 3 Week 1	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	Depth Study (Unit 1 and 2)	10	20		30
Term 3 Week 9-10	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	Preliminary course examination (Unit 1, 2, 3 & 4)	20	20		40
		Total	40	60		100

BUSINESS SERVICES VET CURRICULUM FRAMEWORK

Category: **BDC**
Assessment period: **2025-2026**

Unit code	Unit of competency	HSC hours
BSBWHS311	Assist with maintaining workplace safety	20
BSBPEF201	Support personal wellbeing in the workplace	10
BSBTEC201	Use business software applications	15
BSBWRT311	Write simple documents	20
BSBTEC301	Design and produce business documents	25
BSBOPS304	Deliver and monitor a service to customers	20
BSBTEC302	Design and produce spreadsheets	20
BSBTEC303	Create electronic presentations	15
BSBTEC202	Use digital technologies to communicate in the workplace	10
BSBSUS211	Participate in sustainable work practices	15
BSBCRT311	Apply critical thinking skills in a team environment	20
BSBPEF301	Organise personal work priorities	20
BSBXCM301	Engage in workplace communication	15
BSBTWK301	Use inclusive workplace practices	15
HLTAID003	Provide First Aid (RPL)	20

Units in bold indicate HSC examinable units.

Compulsory 70 hours work placement (over the 2 years)

TASKS

- * Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.
- * This is a competency-based course and examinations are used for HSC **estimates** only. Other units are assessed via Class Assessment Events at the completion of the unit.
- * The ***HSC examines the two-year course.*** (see HSC examinable units in bold above)
- * On successful completion of all units and work placement, students gain Certificate III in Business Services BSB30120
- * This course is delivered across Catholic Schools, NSW.

Term/Week	Unit of competency	Task Description	Weighting
Term 2 Week 8	BSBWHS311, BSBPEF201, BSBTEC201, BSBWRT311, BSBTEC301	Event 1 Business Start-up	N/A
Term 2 Week 5	Compulsory 35 hours of work placement	Work Placement	N/A
Term 3 Week 8	BSBOPS304, BSBTEC302	Event 2 Spreadsheets and Customers	N/A
Term 3 Week 9-10	BSBWHS311, BSBPEF201, BSBTEC201	Preliminary Course Examination	N/A
Term 4 Week 8	BSBTEC303, BSBTEC202	Event 3	N/A
Term 1 (2025)	Compulsory 35 hours of work placement	Work placement 2	N/A
Term 1 (2025)	BSBSUS211, BSBCRT311	Event 4	N/A
Term 2 (2025)	BSBPEF301, BSBXCM301, BSBTWK301	Event 5	N/A
Term 3 (2025)	BSBWHS311, BSBPEF201, BSBTEC201, BSBSUS211, BSBCRT311, BSBPEF301, BSBXCM301, BSBTWK301	Trial HSC Examination	100
		TOTAL	100

BUSINESS STUDIES

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code	Descriptor
	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 actual and hypothetical business situations
P9	communicates business information and issues in appropriate formats
P10	applies mathematical concepts appropriately in business situations

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Stimulus based skills	20
C	Inquiry and research	20
D	Communication of business information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weighting	
			A	B	C	D	Sem 1	RoSA
Term 1 Week 9	P1, P2, P7, P8, P9	Influences on Australian Industry analysis	10	5	7.5	2.5	100%	25
Term 2 Week 10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	Developing a business plan	10	10	12.5	7.5		40
Term 3 Week 9-10	P1, P2, P3, P4, P5, P6, P8, P9, P10	Preliminary Course examination	20	5		10		35
		Total	40	20	20	20		100

CHEMISTRY

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code	Descriptor
	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

	COMPONENTS	WEIGHTINGS
A	Knowledge and understanding of course content	40
B	Working Scientifically	60

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component		Weighting	
			A	B	SEM 1	RoSA
Term 1 Week 9	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8	First hand investigation (Unit 1)	10	20	100%	30
Term 2 Week 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	Depth Study (Unit 1 and 2)	10	20		30
Term 3 Week 9-10	CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11	Preliminary course examination (Unit 1, 2, 3 & 4)	20	20		40
		Total	40	60		100

COMMUNITY AND FAMILY STUDIES

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code

Descriptor

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Skills in critical thinking, research methodology, analysing and communicating	60

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component		Weighting	
			A	B	SEM 1	RoSA
Term 2 Week 2	P2.1, P2.3, P3.2, P6.1	Media Analysis	10	15	100%	25
Term 3 Week 2	P2.2, P2.4, P3.2, P6.1	Examination Designer Task	10	25		35
Term 3 Week 9-10	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	Yearly Examination	20	20		40
		Total	40	60		100

DRAMA (Delivered at St Edwards)

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

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

COMPONENTS		WEIGHTINGS
A	Making	40
B	Performing	30
C	Critically studying	30

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Task	Component			Weighting	
		A	B	C	Sem 1	RoSA
Term 1 Week 9	AT1: Group Performance	20		10	100%	30
Term 2 Week 9	AT2: Element of Production	20	10			30
Term 3 Week 9-10	AT3: Performance and Written Exam		20	20		40
	Total	40	30	30		100

EARTH AND ENVIRONMENTAL SCIENCE

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

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

	COMPONENTS	WEIGHTINGS
A	Knowledge and understanding of course content	40
B	Working Scientifically	60

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component		Weighting	
			A	B	SEM 1	RoSA
Term 1 Week 9	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8	In-class practical task	10	20		30
Term 3 Week 1	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-10, EES11-11	Depth Study	10	20		30
Term 3 Week 9-10	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-6, EES11/12-7, EES11-8, EES11-9, EES11-10, EES11-11	Preliminary course examination (Unit 1, 2, 3 & 4)	20	20		40
		Total	40	60		100

ECONOMICS

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code	Descriptor
	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 government
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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Stimulus- based skills	20
C	Inquiry and research	20
D	Communication of economic information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weighting	
			A	B	C	D	SEM 1	RoSA
Term 1 Week 8	P1, P2, P5, P7, P8, P10, P11	Topic test	10		10	10	100%	30
Term 2 Week 8	P1, P3, P8, P9, P10, P11, P12	Research task with in class component	10	10	10			30
Term 3 Week 9- 10	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	Preliminary course examination	20	10		10		40
		Total	40	20	20	20		100

ENGLISH ADVANCED

Course: Preliminary

Category: BDC

Assessment period: 2025

OUTCOMES

Code	Descriptor
	A student:
EA11-1	Independently responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
EA11-2	Uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.
EA11-3	Critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA11-4	Strategically adapts and applies 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 relationship 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 nuanced 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.

COMPONENTS

- A. Knowledge
- B. Skills

WEIGHTINGS

50
50

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component		Weighting	
			A	B	SEM 1	RoSA
Term 1 Week 10	EA11-3, EA11-5, EA11-9	Reading to Write Imaginative text with viva voce reflection (multimodal)	15	15	100%	30
Term 2 Week 9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	Narratives that Shape our World Extended response	15	15		30
Term 3 Week 9-10	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	Yearly Examination (including critical response on <u>Othello</u>)	20	20		40
		Total	50	50		100

ENGLISH STANDARD

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code	Descriptor
	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.
EN11-6	Investigated and explains the relationship 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.

COMPONENTS

- A. Knowledge
- B. Skills

WEIGHTINGS

50
50

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component		Weighting	
			A	B	SEM 1	RoSA
Term 1 Week 10	EN11-3, EN11-5, EN11-9	Reading to Write Imaginative Text with reflection	15	15	100%	30
Term 2 Week 9	EN11-1, EN11-2, EN11-3 EN11-5, EN11-7	Contemporary Possibilities Multi-modal presentation	15	15		30
Term 3 Week 9-10	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	Close Study ruby moonlight Yearly Examination	20	20		40
		Total	50	50		100

ENGLISH STUDIES

Course:	Preliminary
Category:	BDC – Category B (Students must do HSC exam to receive an ATAR if eligible)
Assessment period:	2025

OUTCOMES Code	Descriptor
ES11-1	A student: 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, interpretative 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

COMPONENTS

WEIGHTINGS

A Knowledge and understanding of course content.	50
B Skills in:	50
<ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	

ASSESSMENT TASKS

Term/ Week	Focus outcomes	Task	Component		Weighting	
			A	B	SEM 1	RoSA
Term 1 Week 9	ES11-1, ES11-4, ES11-5, ES11-6	Letter of application and mock interview	15	15	100%	30
Term 2 Week 9	ES11-2, ES11-6, ES11-7, ES11-8	Multimodal Presentation	15	15		30
Term 3 Week 8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	Collection of classwork	20	20		40
		Total	50	50		100

ENGLISH EXTENSION 1

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code	Descriptor
	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 and 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, interpretative 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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of complex texts and of how and why they are valued	25
B	Skills in: <ul style="list-style-type: none"> complex analysis sustained composition independent investigation 	25

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component		Weighting	
			A	B	SEM 1	RoSA
Term 1 Week 10	EE11-1, EE11-2, EE11-3, EE11-5	Creative Response	7.5	7.5	100%	15
Term 3 Week 5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	Multimodal	7.5	7.5		15
Term 3 Week 9-10	EE 11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	Comparative Essay and creative (Exam)	10	10		20
		Total	25	25		50

EXPLORING EARLY CHILDHOOD

Course: Preliminary
Category: CEC (non-ATAR)
Assessment period: 2025

OUTCOMES

Code

Descriptor

A student:

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors impacting on the lives of young children
- 2.5 examines strategies that promote safe environments
- 3.1 evaluates strategies that encourage positive behaviour in young children
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 4.3 demonstrates appropriate strategies to resolve group conflict
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision making processes
- 6.2 critically examines issues including beliefs and values that may influence interactions with others

COMPONENTS		WEIGHTINGS
A	Knowledge and understanding	50
B	Skills	50

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component		Weighting	
			A	B	SEM 1	RoSA
Term 1 Week 8	1.1, 1.2, 5.1	Pregnancy and Childbirth Child Growth and Development In class topic test	15	15	100%	30
Term 2 Week 9	2.5, 3.1, 4.1, 4.2, 4.3, 6.2	Promoting Positive Behaviour Play and the Developing Child Supernanny case study/ report	10	25		35
Term 3 Week 9- 10	1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 6.1	Pregnancy and Childbirth Child Growth and Development Promoting Positive Behaviour Play and the Developing Child Preliminary Course Examination	25	10		35
Total			50	50		100

GEOGRAPHY

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Geographical skills and tools	20
C	Geographical inquiry and research, including fieldwork	20
D	Communication of geographical information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	outcomes	Task	Component				Weighting	
			A	B	C	D	SEM 1	RoSA
Term 2 Week 3	GE-11-01, GE-11-02, GE-11-07, GE-11-09	In class Task	10	5	5	5	100%	25
Term 3 Week 2	GE-11-05, GE-11-06, GE-11-07, GE-11-09	Geographical Investigation	10	10	10	10		40
Term 3 9-10	GE-11-01, GE-11-02, GE-11-04, GE-11-07, GE-11-08	End of Preliminary Course examination	20	5	5	5		35
		Total	40	20	20	20		100

HEALTH AND MOVEMENT STUDIES

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of the course content	40
B	Skills in critical thinking, research, analysing and communicating	60

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/Week	Focus outcomes	Task	Component		Weighting	
			A	B	Sem 1	RoSA
Term 1 Week 8	HM-11-01, HM-11-02, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09	Health for individuals and communities -Research & Response	10	20	100%	30
Term 2 Week 8	HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-09, HM-11-10	The body & mind in motion -Investigation	10	25		35
Term 3 Week 9-10	HM-11-01, HM-11-02, HM-11-03, HM-11-04, HM-11-05, HM-11-06, HM-11-07, HM-11-08, HM-11-09, HM-11-10	Yearly Examination	20	15		35
		Total	40	60		100

HOSPITALITY (VET CURRICULUM FRAMEWORK)

Course: HSC
 Category: Board Developed Course (BDC)
 Assessment period: 2025 – 2026

	Unit Code	Unit of Competency	HSC hours
Mandatory	SITXFSA005	Use hygienic practices for food safety	15
	SITXWHS006	Participate in safe food handling practices	20
	SITXWHS005	Participate in safe work practices	15
	SITXCCS011	Interact with customers	20
Kitchen operations and cookery stream	SITHCCC023	Use food preparation equipment	20
	SITHCCC027	Prepare dishes using basic methods of cookery	40
	SITHKOP009	Clean kitchen premises & equipment	15
HSC elective	SITHCCC024	Prepare and present simple dishes	20
	SITHCCC025	Prepare and present sandwiches	20
	SITHCCC028	Prepare appetisers and salads	30
	HLTAID011	Provide first aid	20
	SITHCCC026	Package prepared foodstuffs	10
	SITHCCC034	Work effectively in a commercial kitchen	25
	SITXINV006	Receive, store and maintain stock	15

Units in BOLD indicate HSC examinable units

Compulsory 70 hours work placement (over the 2 years)

TASKS

Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

This is a competency-based course; weighted exam assessment marks are used to give HSC **estimated examination marks**.

The **HSC examines the two-year course**. Some units may only be studied in Year 11 or Year 12 or continuously throughout both years. Each unit is assessed at the completion of the unit

On successful completion of competencies and work placement, students will Certificate II in Kitchen Operations SIT20421

NB: SITHCCC034 Work effectively in a commercial kitchen-integrated unit-requires students to submit an evidence journal of Year 11 and 12 work placement and 4 service periods (completed at school)

Attendance is compulsory

Term / Week	Task Description	Weightings	Unit of Competency
2024-Completed Year 10	Written/practical (External)	N/A	HLTAID011 Provide first aid (credit transfer)
2025 Term 1 Week 9	Task 1-HOSP 1 Written-hand in Practical-in class	N/A	SITXFSA005 Use hygienic practices for food safety SITXWHS006 Participate in safe food handling practices
2025 Term 2 Week 8	Task 2-COOK 2 Written-hand in Practical-in class	N/A	SITXWHS005 Participate in safe work practices SITHCCC023 Use food preparation equipment
2025 Term 2 Week 9	Work placement 1	N/A	Compulsory 35 hours
2025 Term 3 Week 7	Task 3-COOK 3 Written-hand in Practical-in class	N/A	SITHCCC024 Prepare and present simple dishes SITHKOP009 Clean kitchen premises & equipment

2025 Term 3 Wk 9-10	Preliminary Examination	N/A	SITXFSA005, SITXWHS006, SITXWHS005, SITHCCC023
2025 Term 4 Week 8	Task 4-HOSP 2 Written-hand in Practical-in class	N/A	SITHCCC026 Prepared packaged food stuffs
2025 Term 4 TBA	Task 9-COOK 0 Service period 1	N/A	SITHCCC034 Work effectively in a commercial kitchen
2025 Term 4 2026 Term 1 Week 9	Task 5-HOSP 4 Written-hand in Practical-in class	N/A	SITHCCC025 Prepare and present sandwiches
2025 Term 4 2026 Term 1 Week 9	Task 6-COOK 5 Written-hand in Practical-in class	N/A	SITHCCC028 Prepare appetisers and salads
2026 Term 1 TBA	Task 9-COOK 0 Service period 2 Service period 3	N/A	SITHCCC034 Work effectively in a commercial kitchen
2026 Term 1 Year 12 TBA	Work placement 2	N/A	Compulsory 35 hours or RPL (subject to approval)
2026 Term 1 2026 Term 2 Week 5	Task 7-COOK 6 Written-hand in Practical-in class	N/A	SITHCCC027 Prepare dishes using basic methods of cookery SITXINV006 Receive and store stock
2026 Term 2 TBA	Task 9-COOK 0 Service period 4	N/A	SITHCCC034 Work effectively in a commercial kitchen
2026 Term 3 Week 4-5	Trial HSC examination (written examination)	100	All mandatory units of competency and associated units of competency – Kitchen Operations and Cookery stream
2026 Term 3 Week 7	Task 8-COOK 7 Written-hand in Practical-in class	N/A	SITXCCSA011 Interact with customers
2026 Term 3 Week 8	Task 9-portfolio-service periods	N/A	SITHCCC011 Use cookery skills effectively
	TOTAL	100	

NOTE: Every practical task and service period is an assessable item towards competency. All students must be present on allocated practical lessons. For practicals, if a student is away, it is her responsibility to collect ingredients and required paperwork on returning to school. *Students must supply own food if not collected shortly after practical lesson due to health reasons.* Submit photographic evidence of the completed practical on signed documentation within 2 weeks of the original practical lesson. Students must be included in the photographs wearing full hospitality uniform. *Theory work is associated with every practical task and must be completed by the set date in class to achieve competency.*

INDUSTRIAL TECHNOLOGY: MULTIMEDIA (St Edward's)

Course: Preliminary

Category: BDC

Assessment period: 2025

OUTCOMES	
Code	Descriptor
	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	explains 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

COMPONENTS		WEIGHTINGS
A	Knowledge and understanding of the organisation and management of and manufacturing processes and techniques used by, the focus area	40
B	Knowledge, skills and understanding in designing, manufacturing, problem solving, communicating and the safe use of manufacturing processes and techniques in the production of projects.	60

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/Week	Task	Components		Weighting	
		A	B	SEM 1	RoSA
Term 2 Week 4	Excursion and Report Based on Focus Area Business	30	10	100%	40
Term 3 Week 8	Practical Project and Folio	10	30		40
Term 3 Week 9-10	Preliminary exam	10	10		20
Total		40	60		100

INDUSTRIAL TECHNOLOGY: TIMBER

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code

Descriptor

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** explains 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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of the organisation and management of and manufacturing processes and techniques used by, the focus area	40
B	Knowledge, skills and understanding in designing, manufacturing, problem solving, communicating and the safe use of manufacturing processes and techniques in the production of projects.	60

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/Week	Focus outcomes	Task	Components		Weighting	
			A	B	Sem 1	RoSA
Portfolio: Term 1 Week 10 Practical: Term 3 Week 8	P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	Portfolio and Practical		40	100%	40
Term 2 Week 9	P1.1, P1.2, P7.1, P7.2	Industry report	30			30
Term 3 Week 9-10	P1.2, P2.1, P3.1, P6.1, P6.2	Final Examination		30		30
		Total	40	60		100

INVESTIGATING SCIENCE

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code	Descriptor
	A student:
INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS11-8	identifies that the collection of primary and secondary data initiates scientific investigations
INS11-9	examines the use of inferences and generalisations in scientific investigations
INS11-10	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INS11-11	describes and assesses how scientific explanations, laws and theories have developed

COMPONENTS		WEIGHTINGS
A	Knowledge and understanding of course content	40
B	Working Scientifically	60

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component		Weighting	
			A	B	Sem 1	RoSA
T1/W9	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8	First hand investigation (Module 1)	10	20	100%	30
T2/W8	INS11/12-1, INS11/12-2, INS11/12-3, INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8	Depth study – Secondary research task (Module 1 and 2)	10	20		30
T3/W9-10	INS11/12-4, INS11/12-5, INS11/12-6, INS11/12-7, INS11-8, INS11-9, INS11-10, INS11-11	Preliminary course examination (Module 1-4)	20	20		40
		Total	40	60		100

LEGAL STUDIES

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code

Descriptor

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Analysis and evaluation	20
C	Inquiry and research	20
D	Communication of legal information, issues and ideas in appropriate forms	20

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Components				Weighting	
			A	B	C	D	SEM 1	RoSA
Term 1 Week 10	P1, P2, P3, P6, P9	Legal System knowledge test	20	5		5	100%	30
Term 2 Week 7	P1, P2, P3, P4, P5, P7, P8, P9, P10	Law reform research task		5	20	5		30
Term 3 Week 9-10	P1, P2, P3, P4, P7, P9, P10	End of Preliminary Course examination	20	10		10		40
		Total	40	20	20	20		100

MATHEMATICS ADVANCED

Course: Year 11
Category: BDC
Assessment period: 2025

OUTCOMES

Code	Descriptor
	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

COMPONENTS

WEIGHTINGS

A	Understanding, Fluency and Communicating	50
B	Problem Solving, Reasoning and Justification	50

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Syllabus reference	Task	Component		Weighting	
				A	B	Sem 1	RoSA
Term 1 Week 7	MA11-1, MA11-2, MA11-8, MA11-9	MA – F1.3, F1.4 MA – T1.2 MA – E1.4	Class Test	15	15	100%	30
Term 2 Week 2	MA11-1, MA11-2, MA11-9	MA – F1.1 – 1.4	Class Test	15	15		30
Term 3 Week 9-10	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9	MA – C1.1 – 1.4 MA – E1.1 – 1.4 MA – F1.1 – 1.4 MA – S1.1, S1.2 MA – T1.1, T1.2 MA – T2	End of Course Examination	20	20		40
			Total	50	50		100

MATHEMATICS EXTENSION 1

Course: Year 11
Category: BDC
Assessment period: 2025

OUTCOMES

Code

Descriptor

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
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

COMPONENTS

WEIGHTINGS

A	Understanding, Fluency and Communicating	50
B	Problem Solving, Reasoning and Justification	50

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Syllabus reference	Task	Component		Weighting	
				A	B	Sem 1	RoSA
Term 1 Week 9	MA11-1, 2, 9 ME11-2, 7	MA-F1.1-F1.3 ME-F1.2	Class Test	7.5	7.5	100%	15
Term 2 Week 7	ME11-1, 2, 4, 7	ME-F1.1-F1.4 ME-F2.1, F2.2 ME-C1.1, C1.3	Class Test	7.5	7.5		15
Term 3 Week 9-10	ME11-1, 2, 3, 4, 5, 7	ME-A1.1, A1.2 ME-C1.1-1.3 ME-T1, T2 ME-F1.1-1.4	End of Course Examination	10	10		20
			Total	25	25		50

MATHEMATICS STANDARD

Course: Year 11
Category: BDC
Assessment period: 2025

OUTCOMES

Code	Descriptor
	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

COMPONENTS

WEIGHTINGS

A	Understanding, Fluency and Communicating	50
B	Problem Solving, Reasoning and Justification	50

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Syllabus reference	Task	Component		Weighting	
				A	B	Sem 1	RoSA
Term 1 Week 7	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	F1.2, F1.3	Class Test	15	15	100%	30
Term 2 Week 7	MS11-1, MS11-3, MS11-4, MS11-6, MS11-8, MS11-10	A1, M1.1, M1.2, M1.3, S2	Class Test	15	15		30
Term 3 Week 9 - 10	MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-7, MS11-8, MS11-10	A1, A2, F1.1, F1.2, F1.3, M1.1, M1.2, M1.3, M2, S1.1, S1.2, S2	End of Course Examination	20	20		40
			Total	50	50		100

MODERN HISTORY

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code	Descriptor
	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 differing 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

	COMPONENT	WEIGHTINGS
A	Knowledge and understanding of course content	40
B	Historical skills in the analysis and evaluation of sources and interpretations	20
C	Historical inquiry and research	20
D	Communication of historical understanding in appropriate forms.	20

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weightings	
			A	B	C	D	Sem 1	RoSA
Term 1 Week 10	MH11-2, MH11-6, MH11-7, MH11-9	Historical Investigation			20	10	100%	30
Term 2 Week 10	MH11-1, MH11-2, MH11-8, MH11-9 MH11-10	Source Study	10	10		10		30
Term 3 Week 9-10	MH11-1, MH11-3 MH11-4, MH11-5, MH11-9	End of Preliminary Course examination	30	10				40
		Total	40	20	20	20		100

MUSIC 1

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code

Descriptor

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

COMPONENTS

WEIGHTINGS

A	Performance	25
B	Musicology	25
C	Composition	25
D	Aural	25

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weighting	
			A	B	C	D	Sem 1	RoSA
Term 1 Week 8	P3, P5, P7, P8, P10, P11	Composition/Diary			25		100%	25
Term 2 Week 8	P1, P2, P4, P5, P6, P7, P8, P10	Viva voce/ Performance (2 pieces)	10	25				35
Term 3 Week 9-10	P1, P2, P4, P6, P7, P8, P9, P10	Yearly Examination Aural/Performance (2 pieces)	15			25		40
		Total	25	25	25	25		100

PHYSICS (St Edwards)

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code	Descriptor
	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

	COMPONENTS	WEIGHTINGS
A	Knowledge and understanding of course content	40
B	Working Scientifically	60

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Task	Weighting	
		Sem 1	RoSA
Term 1 Week 10	AT1: Review of T1 HWK Sheets	100%	20
Term 3 Week 2	AT2: First Hand Investigation and Scientific report		40
Term 3 Week 9-10	AT 3: Preliminary course examination (Units 1 - 4)		40
	Total		100

SOCIETY AND CULTURE

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code

Descriptor

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

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	50
B	Application and evaluation of social and cultural research methodologies	30
C	Communication of information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component			Weighting	
			A	B	C	Sem 1	RoSA
T1/W7	P1, P3, P6, P9, P10	Social and Cultural World: Personal reflection/ secondary research and in class task	10	20		100%	30
T2/W9	P1, P2, P3, P5, P6, P8, P9, P10, P11	Personal and Social Identity: Primary research task and in class task	10	10	10		30
T3/W9-10	P1, P3, P4, P7, P8, P9	End of Preliminary Course examination	30		10		40
		Total	50	30	20		100

SPORT, LIFESTYLE AND RECREATION

(DELIVERED AT ST EDWARDS)

Task # and Name	Term/Week	Weighting	Description
AT1: Athletics presentation & practical participation	T1/W8	30%	AT1 Athletics presentation & practical participation
AT2: Sport coaching & training task	T2/W2-4	30%	AT2 Sport coaching & training task
AT3: Online netball/hockey quiz & practical participation	T3/W7	40%	AT3 Online netball/hockey quiz & practical participation

STUDIES IN CATHOLIC THOUGHT

Course: Preliminary
Category: CEC (non-ATAR)
Assessment period: 2025

OUTCOMES

Code	Descriptor
A student:	
SCT 11-1	Explains the place of scripture and other relevant Church documents in the Catholic tradition
SCT 11-2	Describes the theology of the principal teachings of the Catholic Church and the underlying philosophy employed by the Catholic Church
SCT 11-3	Describes the historical features and developments of Catholic Church
SCT 11-4	Explores what is good, true and beautiful in the Catholic tradition
SCT 11-5	Proposes ways the Catholic Church guides believers in facing the challenges of society
SCT 11-6	Identifies and interprets a range of writings including Scripture and Church documents that inform Catholic theology
SCT 11-7	Identifies and accounts for developments in the theological and philosophical traditions of the Catholic Church to support a religious understanding
SCT 11-8	Identifies and describes the human expression of Catholic faith
SCT 11-9	Plans and conducts investigations into a range of religious issues, and presents Catholic thinking using relevant evidence and sources
SCT 11-10	Communicates religious understanding using theological knowledge, religious concepts and terms, in appropriate and well-structured forms

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	20
B	Religious skills in:	10
	<ul style="list-style-type: none"> using scripture and Catholic Church documents analysis, synthesis and evaluation based on evidence from scripture, theology, philosophy and other relevant source 	10
C	Inquiry and research skills	
D	Communication of religious ideas and understanding in appropriate forms	10

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weighting	
			A	B	C	D	Sem 1	RoSA
Term 2 Week 2	SCT11-1, SCT11-2, SCT11-3, SCT11-6, SCT11-7 & SCT11-10	Research task. Completed as an in-class response – Human Person	10	5	5	5	100%	25
Term 3 Week 3	SCT11-1, SCT11-2, SCT11-6 and SCT11-8	Research and Presentation Re-Imagining Creation	10	5	5	5		25
Total			20	10	10	10		50

STUDIES OF RELIGION I

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code

Descriptor

A student:

- P1** describes the characteristics of religion and belief systems
- P2** identifies the influence of religion and belief systems on individuals and society
- P3** investigates religious traditions and belief systems
- P4** examines significant aspects of religious traditions
- P5** describes the influence of religious traditions in the life of adherents
- P6** selects and uses relevant information about religion from a variety of sources
- P7** undertakes effective research about religion, making appropriate use of time and resources
- P8** uses appropriate terminology related to religion and belief systems
- P9** effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	20
B	Source-based skills	10
C	Investigation and research	10
D	Communication of information, ideas and issues in appropriate forms	10

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weighting	
			A	B	C	D	Sem 1	RoSA
Term 1 Week 8	P1, P2, P6, P8	Section I Nature of Religion Short Answer Response and Multiple Choice	5	5		5	50%	15
Term 2 Week 6	P3, P4, P5, P6, P7, P8, P9	Christianity Section II Style Response Research and Written Task	5		10			15
Term 3 Week 9-10	P1, P2, P3, P4, P5, P6, P7, P8, P9	Preliminary course examination Units One, Two and Three	10	5		5		20
Total			20	10	10	10		50

STUDIES OF RELIGION II

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code

Descriptor

A student:

P1	describes the characteristics of religion and belief systems
P2	identifies the influence of religion and belief systems on individuals and society
P3	investigates religious traditions and belief systems
P4	examines significant aspects of religious traditions
P5	describes the influence of religious traditions in the life of adherents
P6	selects and uses relevant information about religion from a variety of sources
P7	undertakes effective research about religion, making appropriate use of time and resources
P8	uses appropriate terminology related to religion and belief systems
P9	effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

COMPONENTS

WEIGHTINGS

A	Knowledge and understanding of course content	40
B	Source-based skills	20
C	Investigation and research	20
D	Communication of information, ideas and issues in appropriate forms	20

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component				Weighting	
			A	B	C	D	Sem 1	RoSA
Term 1 Week 8	P1, P2, P7, P8,	Section I Nature of Religion Short Answer Response and Multiple Choice	10	10		10	100%	30
Term 2 Week 6	P3, P4, P5, P6, P7, P8, P9	Christianity Section II Style Response Research and Written Task	20			10		30
Term 3 Week 9-10	P1, P2, P3, P4, P5, P6, P7, P8, P9	Preliminary course examination Units One, Two and Three	20	10	10			40
Total			50	20	10	20		100

VISUAL ARTS

Course: Preliminary
Category: BDC
Assessment period: 2025

OUTCOMES

Code

Descriptor

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

COMPONENTS

WEIGHTINGS

A	Artmaking	50
B	Art Criticism and Art History	50

ASSESSMENT TASKS

* Times are approximate. Exact dates will be confirmed with a minimum of two weeks' notice.

Term/ Week	Focus outcomes	Task	Component		Weight	
			A	B	Sem 1	RoSA
Term 2 Week 3	P1,P2, P3 P4, P5, P6 P7, P8, P9,P10	A)Body of Work B)Historical Critical Study	20	20	100%	40
Term 3 Week 6	P1,P2, P3, P4, P5, P6	Body of work- 20% VAPd- 10%	30			30
Term 3 Weeks 9- 10	P7, P8, P9, P10	End of preliminary course examination		30		30
		Total	50	50		100

Preliminary Course Assessment Task Distribution 2025

Week	Term 1		Term 2	Term 3
1				Biology Earth and Environmental Science
2			Community and Family Studies Mathematics Advanced SLR Studies in Catholic Thought	Community and Family Studies Geography
3			Geography Physics SLR Visual Arts	Studies in Catholic Thought
4			Multimedia SLR	
5			Business Services Work Placement	English Extension 1
6			Studies of Religion 1 & 2 unit	Visual Art
7	Mathematics Advanced Mathematics Standard Society and Culture		Legal Studies Mathematics Extension 1 Mathematics Standard	Hospitality
8	Economics Exploring Early Childhood Health and Movement Studies Music SLR Studies of Religion 1 & 2 unit		Ancient History Business Services Economics Health and Movement Studies Hospitality Investigating Science Multimedia Music	Interruption free week Business Services English Studies Industrial Technology Timber - Prac
9	Ancient History Biology Business Studies Chemistry Drama Earth and Environmental Science English Studies Hospitality Investigating Science Mathematics Extension 1		Drama English Advanced English Standard English Studies Exploring Early Childhood Hospitality Work Placement Industrial Technology Timber Society and Culture	Preliminary course examination period
10	English Advanced English Extension 1 Timber	Legal Studies Modern History Physics English Stand	Business Studies Chemistry Modern History	

