



# MARIST COLLEGE NORTH SHORE

## ASSESSMENT PROGRAMME 2019

11

YEAR ELEVEN

# Year 11 Assessment Task Schedule

## YEAR 11/2019 TERM ONE

Week	Subject	Task	Date
4			
5			
6			
7	English Studies	Speaking/Writing In Class Task	14/3/19
	SOR 2	In class Task	14/3/19
8	Business Studies	In class test	19/3/19
	Chemistry	Practical Test	20/3/19
	English STD/ADV	Reading to Write:Writing	21/3/19
9			
	SLR	Coaching Lab in class	26/3/19
	Modern History	Historical Investigation	27/3/19
	Marine Studies	Problem Solving Task	28/3/19
	Industrial Technology Timber	Industry Study	28/3/19
	Physics	Practical Test	28/3/19
10	Software Design and Development	Database Project - Part A (Research)	4/4/19
	Catholic Studies	Research - Nature of	5/4/19
	Mathematics Standard	Class test	2/4/19
	Mathematics Advanced	Class test	2/4/19
	SOR 1	In class Task	1/4/19 & 3/4/19
11	Legal Studies	In class test	9/4/19
	Mathematics Extension 1	Class test	10/4/19
	Music	20th & 21st Century Portfolio	10/4/19 Double Period
	Drama	Theatrical Traditions & Performances Styles Seminar Presentation	10/4/19 Double Period
	Biology	Depth Study	11/4/19
	Photography, Video and Digital Media	Photography Book	11/4/19
	PDHPE	Research Task hand in	10/4/19

## YEAR 11/2019 TERM TWO

<b>Week</b>	<b>Subject</b>	<b>Task</b>	<b>Date</b>
1	English Ext 1	Hand in	2/5/19
2	Economics	In class test	6/5/19
	Geography	In class Task	7/5/19
	Design and Technology	Task 1	10/5/19
3			
4			
5	Biology	Practical Test	29/5/19
	Modern History	Research task	29/5/19
	PDHPE	Analysis of stimulus (in-class)	29/5/19
	Hospitality	Mid Course Exam	29/5/19
6	Visual Arts	Portfolio & Case Studies	5/6/19
	SLR	Resistance Training Program hand in	7/6/19
7	Design and Technology	Task 2A	14/6/19
	Ancient History	Historical Investigation - Research Task	13/6/19
8	English Studies	Reading/ Writing In class task	19/6/19
	SOR 2	Research Report hand in	19/6/19
	English STD	Contemporary Possibilities-hand in and in class	20/6/19
	English ADV	Critical Study-in class	20/6/19
	Mathematic Standard	Project	19/6/19
	Mathematics Advanced	Project	18/6/19
	Software Design and Development	Database Project - Part B (Practical)	20/6/19
9	Music	Popular Music Portfolio (Performance, Musicology, Composition)	26/6/19 Double Period
	Drama	Playbuilding Performance and Logbook	26/6/19 Double Period
	Mathematics Ext 1	Project	28/6/19
	Photography, Video and Digital Media	Photojournalism Portfolio	26/6/19
10	Legal Studies	Hand in & In Class	3/7/19
	Chemistry	Depth Study	4/7/19

# YEAR 11/2019 TERM THREE

Week	Subject	Task	Date
1	Marine Studies	Case Study	26/7/19
	English Ext 1	Analytical Response	24/7/19
	SOR 1	Research Report hand in	26/7/19
2	Geography	Senior Geography Project	30/7/19
	Physics	Depth Study	2/8/19
	Economics	Research task - hand in	31/7/19
3	Industrial Technology Timber	Practical Assessment - Part A (Folio)	9/8/19
4	Business Studies	Business Plan Hand in	13/8/19
5			
	Hospitality	Preliminary Exam weeks 3-5	All week
6	Software Design and Development	Developing Software Solutions	29/8/19
7	Modern History	Source Analysis	6/9/19
	Ancient History	Source Analysis	5/9/19
	Visual Arts	Body of Work	5/9/19
	Design and Technology	Task 2B	6/9/19
	Photography, Video and Digital Media	Collaborative Task: Time Based Form	6/9/19
	SLR	Research assignment hand in	6/9/19
8	English Ext 1	Mlni MW Research Project-in class	10/9/19
	English Studies	Rep/Writing Task - In class and Hand in	11/9/19
	English Standard	Close Study-in class	12/9/19
	English Advanced	Narratives that shape our world-in class	12/9/19
	Industrial Technology Timber	Practical Assessment - Part B (Practical)	12/9/19
9	<b>ASSESSMENT BLOCK</b>		
10			

## SECTION ONE

# HIGHER SCHOOL CERTIFICATE - PRELIMINARY YEAR (YEAR 11)

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## ASSESSMENT POLICY

The following policy relates to Assessment Tasks in all Preliminary HSC courses conducted at Marist College North Shore.

Formal Assessment Task results contribute to the overall mark achieved by a student and subsequently contribute to his school-based Assessment Mark and A – E Grade submitted for the Preliminary Year.

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### Satisfactory Completion of a Course

“To have satisfactorily completed a course, students will have:

- followed the course;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.” (ACE 11.4)

### Attendance

At Marist College North Shore, **85% attendance** is considered a minimum:

- Exceptional cases involving less than 85% attendance **need to be approved by the Headmaster.**
- **In particular, any extended overseas leave requires the approval of the Headmaster two weeks prior to the student commencing the leave.**
- There are to be no unexplained absences.
- Attendance deemed unsatisfactory will proceed to the Review Process.

### Participation

A **GENUINE ATTEMPT** must be made concerning the learning and teaching activities of a course.

- Participating in a course involves completing assignment, homework and set tasks.
- It is up to the teacher’s professional judgment to determine what constitutes genuine participation.
- Those deemed unsatisfactory will be referred to the Review Process.

### Completion of Assessment Tasks

A student must make a **GENUINE ATTEMPT** at all Assessment Tasks in each course in which he is entered.

- Any student who fails to complete Assessment Tasks worth in excess of 50% of the available marks will be issued with an official NESAs (formally BOSTES) “N” (non-Completion) notice, which will disqualify him from this particular course.
- This may in turn disqualify him from receiving the RoSA.
- Warnings are sent to parents in writing if this eventuality appears likely.

### Unsatisfactory Completion of a course

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- STEP 1** ➤ **NOTIFICATION** Parents will be notified by letter when students are reviewed for their performance in a course. This formal **WARNING** is called an '**N-Warning**'.
- The appropriate Leader of Learning and Director of Teaching and Learning are responsible for notifying parents at all stages of a review of a student's performance in a course.
- STEP 2** ➤ **Students are given OPPORTUNITY TO RECTIFY THEIR SITUATION.**
- **Attendance** may involve students being placed on an attendance contract to meet requirements.
  - **Participation** may involve students being placed on a **CLASS** contract to meet requirements.
  - **Completion Of Assessment** requires students to complete the assessment task within a two week period.
- STEP 3** ➤ **SECOND N-WARNING LETTER SENT** – Students are given a **second** opportunity to rectify their situation.
- STEP 4** ➤ **UNSATISFACTORY DETERMINATION (N-AWARD)** An unsatisfactory result in a course will be determined by the Headmaster, in conjunction with the Director of Teaching and Learning.
- This will occur after an Assessment Appeals Process has been completed.
  - The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results.

## Schedule of Tasks

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- STEP 1** ➤ **NOTIFICATION OF TASKS** – The Schedule of Tasks (Section 2) indicates specific dates scheduled from Term 1 to Term 3, 2019.
- For hand-in assessment tasks, written notice will also be given outlining details and marking criteria at least two weeks prior to the task date. Teachers should use their professional judgement to ensure students have adequate time to prepare for each task.
  - For in-class tasks and examinations, written notice may be given outlining details prior to the task date; however, students should use the schedule of tasks for task dates, weightings and outcomes assessed.
  - Notification of change will be given in writing at least two weeks prior to the task date.
- STEP 2** ➤ **WRITE IN STUDENT DIARY AND FAMILY CALENDAR** – It is the student's responsibility to know and understand the expectations, tasks and timing for each of their courses.

## Reporting and Task Feedback

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All students will receive meaningful feedback on their performance in each Assessment Task.

- Timing** ➤ Feedback will normally be provided as a raw mark, and/or ranked position within the course cohort.
- If it is a major task and undertaken by a large group, feedback will normally be within **10 school days**.
- Nature** ➤ The College will provide each student with formal details of his ranked position within this school's candidature for each course, as part of his final Preliminary report.
- NESA regulations prohibit the College from providing a raw aggregate of marks scored in any course or subject.
- Appeal** ➤ Appeals against the ranking may be made within **three (3) school days** of receiving it and should be directed through the **Director of Teaching and Learning**. **SEE APPEALS PROCESS**
- The onus is on students to check their mark calculations and report any discrepancies at the time the assessment task is returned to them.

# INFORMATION FOR PARENTS AND STUDENTS

## RoSA Curriculum

### Explanation of RoSA

The Record of School Achievement (RoSA) is the new credential for students who leave school after Year Ten and before they receive their Higher School Certificate (HSC).

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### A Cumulative Record of all Academic Achievement

The RoSA is designed to record and credential all secondary school students' academic results up until the HSC.

- While all students currently receive grades for courses they complete at the end of Year Ten, this system will be extended to also capture grades for courses a student completes in Year Eleven.
  - If a student leaves school before receiving a grade in Years Eleven or Twelve courses, their RoSA will record the courses they commenced.
  - This measure acknowledges the fact that many students begin senior secondary study but leave school for employment or other training opportunities before receiving their HSC.
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### Fair Allocation of Grades

It is important for parents, employers and students to know that grades awarded for the RoSA credential are given fairly and consistently.

- NSW teachers are very experienced in determining the standard of work that warrants a particular grade. As grading is extended into senior secondary courses, NESA will work with teachers to ensure that appropriate standards are developed and applied at that level.
  - NESA will also provide schools with information about the historical allocation of grades to their students. This will serve as a guide for the allocation of grades to current students.
  - These methods of moderation and monitoring of grades will help ensure that parents and employers can know that a grade awarded in one school is equivalent to the same grade awarded in another school.
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### Literacy and Numeracy Tests

Students who leave school before they get their HSC will have the option to undertake literacy and numeracy tests.

- The tests, which will be offered online and under teacher supervision, will be reported separately to the RoSA credential.
  - The tests will not be available to all students, only those who indicate they wish to leave school. The tests will be designed to reflect the needs and expectations of students who leave school before undertaking the HSC.
  - Students will be able to take the tests during 'windows' of availability throughout the year. They will be able to sit the tests only once during each window, but can sit for them again should they decide to stay on longer at school. The most recent results will be issued as part of the RoSA when a student leaves school.
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### Recording Extra-Curricular Achievements

NESA recognises many employers are interested in more than academic results and is working on an online resource to help students bring together evidence of a range of extra-curricular activities. A pilot programme began in 2012 to develop a resource for students to record their achievements in areas such as first-aid or volunteer work. More information on the RoSA can be found at: [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au)



## Submission of Tasks

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### Electronic

**ALL HAND IN ASSESSMENT TASKS** for Year 11 must be **ELECTRONICALLY** submitted by 8.15am on the due date or handed in as a HARD COPY at the La Valla Hall between 8.15-8.35am.

- ALL students are to submit tasks ON TIME regardless of illness on the day.
- Teachers will inform students how the task is to be submitted.
- Tasks will be time stamped with the student's name when submitted electronically.
- Storage devices e.g. USB, cannot be submitted for a task.
- **COMPUTER MALFUNCTION** cannot be used as a reason for submitting a task late.
- To avoid this problem, students should manage their time to ensure that tasks are not left to the last minute.

### Group Work

The **EXPECTATIONS** of the **TASK** will be made clear in **WRITING** relating to what is required of each individual within that group, as distinct from what is expected of the group as a whole.

- The group work may require each student to submit his own report. In this case, the task may be based on shared research and analysis. However, the final presentation will be the work of each individual student.
- Where a group submission is to be made, the teacher will generally award the group mark to each individual student. However, where there is evidence to support the suggestion that there has been an inequitable distribution of work, or a group member has failed to make satisfactory contribution to the group presentation, the teacher has the right to vary the marks in order to reflect this.
- Normally a logbook or other electronic means of tracking student contribution is a co-requisite of such tasks.

### Late Submission

Students who are late submitting a task on the due date. **MUST** submit the task the very next day they attend school to their Class Teacher or the appropriate Studies Coordinator/Head of Department **even if there is NO scheduled lesson on that day.**

### Extensions

Under **EXCEPTIONAL CIRCUMSTANCES** the Director of Teaching and Learning may grant an extension.

- In this case, parents should contact the Director of Teaching and Learning, either in writing or by telephone, to request an extension.
- Medical or other documentation supporting the request may be required.
- Extensions may only be requested with a minimum of **THREE DAYS PRIOR** to the due date of the submitted task.

***The College accepts no responsibility for a student's work if he does not follow these procedures. All students should retain a paper or electronic copy of the task.***

## Task Length Requirements

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- **Students are expected to adhere to the requirements of the Assessment Task for word count and time duration.**
- **Students are not expected to go beyond the requirements outlined in the Assessment Task Notification.**
- **Work submitted that is beyond the word count or time duration will not be considered towards their mark.**
- **In consultation with their classroom teacher, students can develop the skills required in ensuring their task meet the allocated requirements.**

## Procedures for Student Absence from an Assessment Task

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### Unforeseeable Absence

**NOTE:** **ALL HAND IN ASSESSMENT TASKS** for Year 11 must be **ELECTRONICALLY** submitted by 8.15am on the day the task is due, or handed in as a hard copy between 8.15 – 8.35am at the La Valla Hall. This means **ALL** students are to submit assignments **ON TIME** regardless of illness on the day.

**STEP 1** ➤ **NOTIFY** the Director of Teaching and Learning personally **before 8.30am** on the morning of the task or task due by date. **CALL: 9957 5000**

**STEP 2** ➤ **OBTAIN** documentation

- Illness – a Doctor's Medical Certificate will be required covering the absence.
- Funeral – a detailed letter from home prior to the assessment task.

Other documentation such as police reports in the case of accidents, hospital documents for family illness or other equivalent professional (objective) documents may be considered. Letters from family members or friends are rarely acceptable.

**STEP 3** ➤ **SUBMIT** documentation to Director of Teaching and Learning. This must be done before the commencement of the student's first period on the day of his return to the College.

A student must:

- Complete all details on the absence form.
- Attach documentation to the form and submit it to the Director of Teaching and Learning.

***Documentation provided must cover all days absent from the College up to and including the task date OR from the task date until the day before returning to College. Undocumented absence beyond this/these dates may result in a zero determination.***

## When is a Doctor's Certificate Required?

A Doctor's Certificate is required if a student is absent:

- the week before the Assessment Block
- the day before an assessment is due
- the day of an assessment task
- for College events such as Commencement Mass, Swimming Carnival etc
- the last day of Term.
- for all doctor's certificates, please ensure specific illness is addressed. 'Unfit for school' is **NOT** acceptable.

**NB:** Please see below and Page 83 of this Assessment Booklet.

*(In the case of **illness**, the College requires a statement from a doctor or other health professional. The statement should describe the nature and effects of your illness and its implications for your examination presentation. **Note that a medical certificate that merely states that you were unfit for study/work is not acceptable.**)*

## Foreseeable Absence – Leave

A student requiring Leave must obtain written permission from the Headmaster before commencement date. Students who do not have leave approved are at risk of not meeting attendance requirements.

**STEP 1 ➤ OBTAIN** approval from the Headmaster.

- Parent/Guardian to access the leave form from the College website and send to the Headmaster **at least two weeks prior to the leave.**
- The Headmaster will respond in writing.

**STEP 2 ➤ RESCHEDULE** task(s) with the Director of Teaching and Learning.

- Student must discuss with the Director of Teaching and Learning details of the task(s) that will be missed during their absence.
- Arrangements will then be made regarding submission of missed task(s) with the Director of Teaching and Learning and the relevant Leader of Learning.

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## Foreseeable Absence – Prior Appointments

An appointment made for the date or submission of an Assessment Task is not an acceptable reason, unless there is an emergency as evidenced by acceptable documentation. Such documentation would need to be presented before the appointment (if it was known), or immediately upon return. If it is not possible to present documentation before the task date, the student or his parent/guardian must telephone the Director of Teaching and Learning on the day of the appointment to inform her of the circumstances. Failure to comply may result in a zero determination for the Assessment Task.

**STEP 1 ➤ SCHEDULING APPOINTMENTS**

- Check appointments and task dates at beginning of the year.
- Reschedule appointments, where possible, and ensure further clashes are avoided.

**STEP 2 ➤ NOTIFY** the Director of Teaching and Learning of absence **BEFORE** task date.  
**CALL: 9957 5000**

**STEP 3 ➤ RESCHEDULE** task with Director of Teaching and Learning **BEFORE** the task due date.

- Student must discuss with Director of Teaching and Learning details of task(s) that will be missed during absence.
- Arrangements will then be made regarding submission of missed task(s).

**STEP 4 ➤ SUBMIT** documentation to Director of Teaching and Learning.  
(Refer to Step 3 Instructions on previous page.)

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***If a student complies with these requirements, then he may:***

- i) sit the task or a substitute task; or
- ii) be provided with an **estimate**.

## Penalties Applied for Student NOT Meeting Requirement

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### Penalties for Late Submission Without Supporting Documentation

The following penalties will apply in the case of an Assessment Task not being submitted on time and where there is no acceptable supporting documentation.

#### **ONE** school day late

***20% of the total mark awarded will be deducted***

- parents notified via the diary by the classroom teacher.

#### **TWO** school days late

***40% of the total mark awarded will be deducted***

- Parents notified via the diary by the classroom teacher.

#### **MORE THAN THREE** school days late

**zero awarded**

- In this case, the task must still be submitted.
- It will be marked and returned to the student with feedback.
- The mark, however, may not contribute to the aggregated assessment mark in that subject or course.
- **Failure to submit the task may lead to an “N” determination.**
- **PARENTS WILL BE NOTIFIED IN WRITING BY THE LEADER OF LEARNING AND THE DIRECTOR OF TEACHING AND LEARNING.**

#### **LATE SUBMISSION**

For assessments that **CANNOT BE SUBMITTED ELECTRONICALLY**, students who are late in submitting a task on a given day **MUST** hand in the task the next day they attend school to their class teacher or the appropriate Leader of Learning even if there is **NO** scheduled lesson on that day.

- There is **NO EXCUSE** for submitting a **RESEARCH TASK LATE** if these can be submitted electronically.

## Malpractice in Examinations and Examination-Type Tasks

All Assessment Tasks are conducted under conditions set by the College, and are based on HSC and RoSA Examination Rules and Procedures as specified by the NSW Education Standards Authority (Formerly known as BOSTES). Each instance of a breach of rules is treated separately and penalties may be imposed as a result.

*For details of expectations during examination-type tasks, refer to the Appendix pages.*

Two main breaches are outlined below:

### Notes

If a student is found to have notes, texts or summaries of the subject being examined with him during an examination (whether he uses them or not) it will be assumed that it was for the purpose of using it during the examination and he may be awarded a zero determination for that task.

- Students who accidentally take notes, texts etc into an examination-type task must report this to the supervising teacher immediately they become aware of the fact.
- Supervising teachers will take the material from the student, make a note of the incident on your paper and report it to the Leader of Learning. However, no action will be taken provided no evidence exists that shows the material was used during the examination.

### Mobile phones

Students are **NOT** permitted to take mobile phones into an examination.

- Any student who is found to have taken a mobile phone into an examination will be penalised.

### Penalties

**Examinations** – a zero determination for the whole paper.

## Appeals Process

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### ZERO OR N-WARNINGS

The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results. If a student has a Zero determination or 'N-Warning' made against him, he has the right of appeal.

- STEP 1 ➤** **LODGE APPEAL** with the **Director of Teaching and Learning**.
- Must be lodged within three school days of receiving the zero or 'N-warning' notice.
  - See the Director of Teaching and Learning for the appropriate paperwork.
- STEP 2 ➤** **SUBMITTED** to the College Assessment Appeals Committee.
- This committee will consider the procedures surrounding the determination and evaluate them against the College's Assessment Policy and the requirements of the NESA.
  - This committee is made up of the Director of Teaching and Learning, the relevant Leader of Learning, the Assistant Principal and where necessary a Year 12 Leader.
- STEP 3 ➤** **LODGE APPEAL** with the **NESA**.
- Failure at **STEP TWO** procedure may lead a student to appeal to the NESA, in which case he must see the Director of Teaching and Learning for details of the procedure to be followed.

### APPEAL AGAINST MARKS OR RANKS AWARDED

- STEP 1 ➤** **NOTIFY TEACHER** at the time assessment task is handed back.
- The task **MUST NOT** go home if an appeal is to be lodged.
  - Hand back the task to the Class Teacher with reasons for the appeal, **IN WRITING**, outlined on the front of the task.
- STEP 2 ➤** **REMARKING OF TASK** - The task **MAY** be remarked by a different teacher **OR** reviewed by the teacher who initially marked the task
- Marks **MAY** change at this stage or further explanation as to why marks were not awarded given.
- STEP 3 ➤** **SPEAK TO** the appropriate Leader of Learning about the reasons for the appeal of marks or rank.
- Marks **MAY** change at this stage or further explanation as to why marks were not awarded given.
- STEP 4 ➤** **LODGE APPEAL** with the **DIRECTOR OF TEACHING AND LEARNING**.
- **MARKS** – May only be lodged if the assessment task or exam paper has **not been taken home**.
  - **RANKS** – Must be lodged within three school days of receiving the RANKS notice.
  - **STEP TWO** procedure followed.

*If not resolved with the marking teacher or Leader of Learning, obtain an Assessment Task Appeal form from the Director of Teaching and Learning within one (1) day of the task being returned.*



## ILLNESS AND MISADVENTURE

Students whose performance during the HSC Examination is impaired by either illness or misadventure (the death of a family member or friend for example) ***must make the supervisor of the examination aware of the situation prior to or during the examination. The student must see the Director of Teaching and Learning as soon as possible in order to commence the necessary paperwork.***

Documentation including professional assessment will be needed to support the claim. Should the claim be upheld, the student's Assessment Mark **or** his Examination Mark (whichever is the higher) will be awarded in the affected course or courses.

# SECTION TWO

## SUBJECT ASSESSMENT POLICIES & SCHEDULES

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**Please note:**

*Dates are correct at the time of production in February, 2019.*

*Any changes made after this date may be found in the electronic version located on the College website:  
[www.maristcollege.com](http://www.maristcollege.com)*

*Wherever possible students will be given two-weeks notice of assessment scheduling for Assessment Blocks.*

# ANCIENT HISTORY

## ASSESSMENT POLICY 2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<b>Date of Task</b>		Term 2, 2019 Week 7 13/6/19	Term 3, 2019 Week 7 5/9/19	Term 3, 2019 Weeks 9-10
<b>Type of Task</b>		<b>Historical investigation</b>	<b>Source Analysis</b>	<b>Preliminary Examination</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>			
Knowledge and Understanding of Course Content	40%	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	10%	5%
Historical Inquiry and Research	20%	5%	10%	5%
Communication of Historical understanding in appropriate forms	20%	5%	5%	10%
<b>Outcomes</b>		AH11- 3, AH11- 5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	AH11.1, AH11.3, AH11.5, AH11.6, AH11.9	AH11.1-AH11.10
<b>Task Weighting</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

\* No more than 40% weighting may be allocated to an individual task

## Ancient History - Summary of Internal Assessment

INTERNAL ASSESSMENT	
In designing an assessment program that maintains the weightings of each course component the following distribution of areas of assessment should be observed:	
Knowledge and Understanding of Course Content	40%
Historical skills in the analysis and evaluation of sources and interpretations	20%
Historical Inquiry and Research	20%
Communication of Historical Understanding in appropriate forms	20%

### Objectives

Students:

- develop knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context
- develop an understanding of continuity and change over time

### Ancient History - Preliminary Course Outcomes

A student:

- AH11-1** describes the nature of continuity and change in the ancient world
- AH11-2** proposes ideas about the varying causes and effects of events and developments
- AH11-3** analyses the role of historical features, individuals and groups in shaping the past
- AH11-4** accounts for the different perspectives of individuals and groups
- AH11-5** examines the significance of historical features, people, places, events and developments of the ancient world
- AH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7** discusses and evaluates differing interpretations and representations of the past
- AH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10** discusses contemporary methods and issues involved in the investigation of ancient history of continuity and change in the ancient world

# BIOLOGY

## ASSESSMENT POLICY 2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3
<b>Date of Task</b>		Term 1, 2019 Week 11 11/4/19	Term 2, 2019 Week 5 29/5/19	Term 3, 2019 Weeks 9 -10
<b>Type of Task</b>		Depth Study	Practical Test	Preliminary Exam
<b>Component being assessed</b>	<b>Syllabus Weighting</b>			
Skills in working scientifically	60%	20	30	10
Knowledge and understanding of course content	40%	10		30
<b>Outcomes</b>		BIO11-1-4, 7, 8	BIO11-2-7, 9	BIO11-1-11
<b>Task Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

### Biology – Summary of Internal Assessment

Component	Weighting %
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>the diversity of life from a molecular to a biological system level.</li> <li>the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.</li> </ul>	<b>60</b>
<b>Skills in:</b> <ul style="list-style-type: none"> <li>pursuing interests in science, acquiring a depth of understanding, and take responsibility for their own learning.</li> <li>undertaking a series of depth studies which may be, but is not limited to:               <ul style="list-style-type: none"> <li>a practical investigation or series of practical investigations and/or a secondary-source</li> <li>investigation or series of secondary-sourced investigations</li> <li>presentations, research assignments or fieldwork reports</li> <li>the extension of concepts found within the course, either qualitatively and/or quantitatively.</li> </ul> </li> <li>scientific thinking, problem-solving, and in communicating understanding and conclusions</li> </ul>	<b>40</b>
	<b>100%</b>

## Biology – Preliminary Course Outcomes

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

# BUSINESS STUDIES

## ASSESSMENT POLICY 2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 1, 2019 Week 8 19/3/19 8.15am – 8.35am	Term 3, 2019 Week 4 13/8/19	Term 3, 2019 Weeks 9-10
<i>Type of Task</i>		In-class test	Business Plan (Hand in)	Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Knowledge and Understanding of Course Content	40%	10	10	20
Stimulus-based Skills	20%	5		15
Inquiry and Research	20%		20	
Communication of Business Information, Ideas and Issues in Appropriate Form	20%	5	10	5
<i>Outcomes</i>		P1-P3, P6, P8,	P1, P3, P5, P7-P10	P1-P10
<i>Task Weighting</i>	100%	20%	40%	40%

*\* No more than 40% weighting may be allocated to an individual task*

## Business Studies – Summary of Internal Assessment

The suggested components, weightings and tasks for the Preliminary Course are set out below.

Component	Weighting %
Knowledge and Understanding of Course Content	40
Stimulus Based Skills	20
Inquiry and Research	20
Communication of Business Information, Ideas and Issues in Appropriate Form	20
	<b>100%</b>

## Business Studies – Preliminary Course Outcomes

- 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

***No more than 40% weighting may be allocated to an individual task***



# CATHOLIC STUDIES

## ASSESSMENT POLICY 2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>
<i>Date of Task</i>		Term 1, 2019 Week 10 5/4/19	Term 3, 2019 Weeks 9-10
<i>Type of Task</i>		C6-2 Nature of Religion Research	Exam A6-1 Christology
<i>Component being assessed</i>	<i>Syllabus Weighting</i>		
The Nature of Religion	25	25	
Christology	25		25
<i>Outcomes</i>			
<i>Task Weighting</i>	50	25	25

## Catholic Studies – Preliminary Course Outcomes

A student:

- C6.2.1** Appreciates how religion explores and explains the enduring questions of human life and experience.
- C6.2.3** Describes the religious dimension of human experience and the variety of ways in which people express their relationship with God.
- C6.2.3** Pose questions and research and communicate answers given by religions to fundamental human realities.
  
- B6.3.1** Appreciates the importance of commitment to one's own tradition as a way of making meaning of human experience.
- B6.3.2** Demonstrates knowledge of the principal beliefs, rituals and ethical teachings of Catholicism.
- B6.3.3** Articulates and synthesises the principal beliefs, rituals and ethical teachings of the Catholic Church.
  
- E6.1.1** Appreciates how individuals can make positive contributions to their own lives and the lives of others.
- E6.1.2** Explains the place of compassion and justice in the way the followers of Jesus are called to live.
- E6.1.3** Applies principles of virtue, especially justice and compassion, to one's decisions and actions.
  
- B6.1.1** Is open to involvement in leadership and service activities.
- B6.1.2** Distinguishes the place of leadership, mission and ministry in the life of the Church.
- B6.1.3** Appreciates the call to leadership and other forms of service for the baptised.

# CHEMISTRY

## ASSESSMENT POLICY 2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 1, 2019 Week 8 20/3/19	Term 2, 2019 Week 10 4/7/19	Term 3, 2019 Weeks 9-10
<i>Type of Task</i>		Practical Test	Depth Study	Preliminary Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Skills in working scientifically	60%	20	30	10
Knowledge and understanding of course content	40%	10		30
<i>Outcomes</i>		CH11-2-8	CH11-1-4, 7, 10	CH11-1-11
<i>Task Weighting</i>	100%	30%	30%	40%

## Chemistry – Summary of Internal Assessment

Component	Weighting %
<p><b>Knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li>the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe.</li> <li>the discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.</li> </ul>	60
<p><b>Skills in:</b></p> <ul style="list-style-type: none"> <li>pursuing interests in science, acquiring a depth of understanding, and take responsibility for their own learning.</li> <li>undertaking a series of depth studies which may be, but is not limited to:               <ul style="list-style-type: none"> <li>a practical investigation or series of practical investigations and/or a secondary-source</li> <li>investigation or series of secondary-sourced investigations</li> <li>presentations, research assignments or fieldwork reports</li> <li>the extension of concepts found within the course, either qualitatively and/or quantitatively.</li> </ul> </li> <li>scientific thinking, problem-solving, and in communicating understanding and conclusions</li> </ul>	40
	<b>100%</b>

## Chemistry – Preliminary Course Outcomes

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

# CONSTRUCTION CPC20211

## ASSESSMENT POLICY 2019 PRELIMINARY YEAR

### Competency Based Assessments

	<i>Competency 1</i>	<i>Competency 2</i>	<i>Competency 3</i>	<i>Competency 4</i>
<i>Date of Task</i>	Term 1 Week 7 In Class	Term 2, 2019 Week 2 In Class	Term 3, 2019 Week 5 In Class	Term 4, 2019 Week 7 In Class
<i>Type of Task</i>	Construction Competency Assessment	Construction Competency Assessment	Construction Competency Assessment	Construction Competency Assessment
	<b>Competency Based Assessment</b>	<b>Competency Based Assessment</b>	<b>Competency Based Assessment</b>	<b>Competency Based Assessment</b>

### Assessment Tasks Distribution and Weighting Table

		<i>Task 2</i>
<i>Date of Task</i>		Term 3, 2019 Weeks 9-10
<i>Type of Task</i>		Preliminary Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>	
<i>Weighting</i>	100%	Various 100%

### Competency Assessments:

There will be ongoing competency assessments throughout the year where full participation is required to be assessed. Students will receive notification of these competency tasks with a minimum of two weeks notice.

### Construction – CONSTRUCTION PATHWAYS Expected Attendance:

- Brick and Block Laying
- White Care Training
- Work Placement Term 2 and Term 4

Attendance is expected at different times as this will contribute to the holistic practical assessment of various competencies and makes up for compulsory service period requirements for this course.

## Construction – CONSTRUCTION PATHWAYS

Unit Code and Title		Unit specific prerequisite	HSC indicative hours of credit
CPCCOHS1001A	WORK SAFELY IN THE CONSTRUCTION INDUSTRY	Nil	10
CPCCOHS2001A	APPLY OHS REQUIREMENTS, POLICIES AND PROCEDURES IN THE CONSTRUCTION INDUSTRY	Nil	15
CPCCCM2005B	USE CONSTRUCTION TOOLS AND EQUIPMENT	Nil	20
CPCCCM1012A	WORK EFFECTIVELY AND SUSTAINABLY IN THE CONSTRUCTION INDUSTRY	Nil	25
CPCCCM1013A	PLAN AND ORGANISE WORK	Nil	10
CPCCCM1014A	CONDUCT WORKPLACE COMMUNICATION	Nil	10
CPCCCM1015A	CARRY OUT MEASUREMENTS AND CALCULATIONS	Nil	20
CPCCCM2001A	READ AND INTERPRET PLANS AND SPECIFICATIONS	Nil	20
<b>Total mandatory HSC indicative hours</b>			<b>130</b>

### NOTE:

- Unit and elements of competencies are provided to students with assessment plans.
- Work Placement is a **mandatory** component of course assessment. Students **MUST** comply with all requirements of Work Placement (35 hours) regulations. Students who are absent from their Work Placement **MUST** provide a Doctor's certificate for each day absent and make up their missed hours. Furthermore, they must contact the College and their Work Placement.
- All students attending Work Placement must ensure that they are wearing correct PPE
- An external written Higher School certificate examination will be conducted for this course. In the year they will complete the course, students **MUST** specify whether or not they choose to undertake the external written examination.

# DESIGN AND TECHNOLOGY

## ASSESSMENT POLICY 2019 PRELIMINARY YEAR

### Assessment Tasks Distribution and Weighting Table

		Task 1	Task 2	Task 3
<b>Date of Task</b>		Term 2, 2019 Week 2 10/5/19	Term 2, 2019 Week 7 14/6/19	Term 3, 2019 Week 6 6/9/19
<b>Type of Task</b>		<b>Design Fundamentals</b>	<b>Research Task</b>	<b>Final Design Task</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>			
<b>Design Projects</b>	50%	20%	5%	25%
<b>Presentation of Research</b>	25%	10%	5%	10%
<b>Design Theory</b>	25%		20%	5%
<b>Outcomes</b>		P1.1, P3.1, P4.1, P5.2, P6.2	P2.1, P2.2, P5.3, P6.1,	P4.1, P4.3, P5.1, P5.2, P6.1
<b>Task Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

### Design and Technology – Summary of Internal Assessment

Internal Assessment	Weighting %
<p><b>Design Projects (at least 2)</b> Each design project may emphasise aspects associated with designing and producing Examples may include:</p> <ul style="list-style-type: none"> <li>• a response to a given brief which demonstrates creative ideas development</li> <li>• a response to a student generated brief with a specific focus, e.g. environmental consequences of design</li> <li>• students conducting market research to identify a need or opportunity, then working collaboratively to develop ideas</li> </ul>	60
<p><b>Presentation of Research</b> Examples may include:</p> <ul style="list-style-type: none"> <li>• an investigation of the interrelationship of design disciplines</li> <li>• a detailed examination of the designing and producing activities which support successful design, especially in organisations</li> </ul>	20
<p><b>Test type tasks</b> Example: a response to a hypothetical situation</p>	20
	<b>100%</b>

## **A student will develop:**

- Knowledge and understanding about design theory and design processes in a range of contexts
- Knowledge, understanding and appreciation of the interrelationship of design, technology, society and the environment
- Creativity and an understanding of innovation and entrepreneurial activity in a range of contexts
- Skills in the application of design processes to design, produce and evaluate quality design projects that satisfy identified needs and opportunities

## **Design and Technology – Preliminary Course Outcomes**

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



# DRAMA

## ASSESSMENT SCHEDULE 2019 PRELIMINARY YEAR

### Assessment Tasks Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 1, 2019 Week 11 10/4/19 (Double Period)	Term 2, 2019 Week 9 26/6/19 (Double Period)	Term 3, 2019 Week 9 - 10
<i>Type of Task</i>		Theatrical Traditions and Performance Styles Seminar Presentation	Playbuilding Performance and Logbook	Realist Theatre Duologue Course Production
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
<b>Making</b>	<b>40%</b>	10	15	15
<b>Performing</b>	<b>30%</b>	5	15	10
<b>Critically Studying</b>	<b>30%</b>	15	10	5
<i>Outcomes</i>		P1.2, P1.3, P1.4 P1.6, P1.8, P2.4, P2.6, P3.2, P3.3	P1.1 – 1.6, P2.1, P2.3, P2.4, P3.1, P3.2, P3.3	P1.1 – P1.6, P2.1 - P2.4, P3.1 - P3.3
<b>Task Weighting</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

### Drama – Summary of Internal Assessment

<b>Component</b>	<b>Weighting%</b>
Making	40
Performing	30
Critically Studying	30
	<b>100%</b>

## Drama – Preliminary Course Outcomes

A student:

- P1.1** Develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2** Explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3** Demonstrates performance skills appropriate to a variety of styles and media
- P1.4** Understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5** Understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
- P1.6** Demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7** Understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- P1.8** Recognises the value of individual contributions to the artistic effectiveness of the whole
- P2.1** Understands the dynamics of actor-audience relationship
- P2.2** Understands the contributions to a production of the playwright, director, 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 space
- P2.5** Understands and demonstrates the commitment, collaboration and energy required for a production
- P2.6** Appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
- P3.1** Critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
- P3.2** Understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
- P3.3** Analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
- P3.4** Appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

# ECONOMICS

## ASSESSMENT POLICY 2019 PRELIMINARY YEAR

### Assessment Tasks Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 2, 2019 Week 2 6/5/19	Term 3, 2019 Week 2 31/7/19	Term 3, 2019 Weeks 9-10
<i>Type of Task</i>		In class test	Research Task	Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Knowledge and Understanding	40%	15	5	20
Stimulus-based Skills	20%	5		15
Inquiry and Research	20%		20	
Communication of Economic information, ideas and issues in inappropriate forms	20%	5	10	5
<i>Outcomes</i>		P1,2,3,5,7, 8,10,11	P1-3 P5 P7-10	P1-P11
<i>Task Weighting</i>	100%	25%	35%	40%

### Economics – Summary of Internal Assessment

Component	Weighting%
Knowledge and Understanding of Course Content	40
Stimulus-based Skills	20
Inquiry and Research	20
Communication of Economic Information, Ideas and Issues in Appropriate Forms	20
	<b>100%</b>

## Objectives

A student will develop knowledge and understanding about:

- The economic behaviour of individuals, firms, institutions and governments
- The function and operation of markets
- The operation and management of economies
- Contemporary economic problems and issues facing individuals, firms and governments
- Investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources
- Communicate economic information, ideas and issues in appropriate forms

## Economics – Preliminary Course Outcomes

A student:

- P1** Demonstrates understanding of economic terms, concepts and relationships
- P2** Explains the economic role of individuals, firms and government in an economy
- P3** Describes, explains and evaluates the role and operation of markets
- P4** Compares and contrasts aspects of different economies
- P5** Analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6** Explains the role of government in the Australian economy
- P7** Identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8** Applies appropriate terminology, concepts and theories in economic contexts
- P9** Selects and organises information from a variety of sources for relevance and reliability
- P10** Communicates economic information, ideas and issues in appropriate forms
- P11** Applies mathematical concepts in economic contexts
- P12** Works independently and in groups to achieve appropriate goals in set timelines

# ENGLISH (STANDARD)

## ASSESSMENT SCHEDULE 2019 YEAR 11

### Assessment Tasks Distribution and Weighting Table

		Task 1	Task 2	Task 3
<b>Date of Task</b>		Term 1, 2019 Week 7 21/3/19	Term 2, 2019 Week 8 20/6/19	Term 3, 2019 Week 8 12/9/19
<b>Type of Task</b>		Common Module: Reading to Write Imaginative Writing/Viewing	Module A: Representing/Writing	Module B: Writing
<b>Component being assessed</b>	<b>Task Weighting</b>			
Common Module: Reading to Write	40	40		
Module A: Contemporary Possibilities	30		30	
Mod B: Close Study of Literature	30			30
<b>Outcomes</b>		EN 11-1,2,4,5	EN 11-1,2,5,7	EN11-1, 2,3,5,8
<b>Task Weighting</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100

## English – Standard Course Outcomes

### EN

1. responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure.
2. uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.

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

# ENGLISH (ADVANCED)

## ASSESSMENT

2019 YEAR 11

### Assessment Tasks Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<b>Date of Task</b>		Term 1, 2019 Week 7 21/3/19 Imaginative Writing/Viewing	Term 2, 2019 Week 8 20/6/19 Reading/Writing	Term 3, 2019 Week 8 12/9/19 Writing
<b>Type of Task</b>		<b>Common Module: Reading to Write</b>	<b>Module B: Critical Study of Literature</b>	<b>Module A: Narratives that Shape Our World</b>
<b>Component being assessed</b>				
<b>Common Module: Reading to Write</b>	<b>40</b>	40		
<b>Mod A: Narratives that Shape our World</b>	<b>30</b>		30	
<b>Mod B: Critical Study of Literature</b>	<b>30</b>			30
<b>Outcomes</b>		EA11-1,2,4,5	EA11-1,3,4,5,7,8	EA11-1,2,3,5,8
<b>Task Weighting</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100

## English - Advanced Course Outcomes

### EA

1. responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure.
2. uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies.

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.
4. strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts.
5. thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments.
6. investigates and evaluates the relationship between texts
7. evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued.
8. explains and evaluates cultural assumptions and values in texts and their effects on meaning.
9. reflects on, evaluates, monitors own learning and adjusts individual and collaborative processes to develop as an independent learner



# ENGLISH (EXTENSION 1)

## ASSESSMENT

2019 YEAR 11

### Assessment Tasks Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 1, 2019 Week 3	Term 2, 2019 Week 4	Term 3, 2019 Week 8 10/9/19
<i>Type of Task</i>		<b>Imaginative Writing Rep/Reading/Writing</b>	<b>Analytical Response</b>	<b>Research Project Multimodal</b>
<i>Component being assessed</i>	<i>Task Weighting</i>			
<b>Texts, Value and Culture</b>	<b>50</b>	15	15	20
<i>Outcomes</i>		EE11-1,3,6	EE11-1,3,5	EE11-2,3,4,6
<i>Task Weighting</i>	<b>50</b>	<b>15</b>	<b>15</b>	<b>20</b>

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of complex texts and of how and why they are valued	50
Skills in complex analysis, sustained composition and independent investigation	50
	100

## Extension 1 English - Course Outcomes

### EE

1. demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
2. analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
3. thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
4. develops skills in research methodology to undertake effective independent investigation
5. articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

6. reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

# ENGLISH STUDIES

## ASSESSMENT 2019 YEAR 11 Assessment Tasks Distribution and Weighting Table

		Task 1	Task 2	Task 3
<b>Date of Task</b>		Term 1, 2019 Week 7 14/3/19	Term 2, 2019 Week 8 19/6/19	Term 3, 2019 Week 8 11/9/19
<b>Type of Task</b>		Speaking/Writing	Representing/Speaking	
<b>Component being assessed</b>	<b>Syllabus Weighting</b>			
Mandatory Module: Achieving Through English	40	40		
Mod A: We Are Australians	30		30	
Mod C: On the Road	30			30
<b>Outcomes</b>		ES11-1,6,9	ES11-2,3,4,5,7,9	ES11-3,4,6,9,10
<b>Task Weighting</b>	<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>

Component	Weighting %
Knowledge and understanding of course content	50
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>	50
	100

## ENGLISH STUDIES

### ES 11

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
2. identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
3. gains skills in accessing, comprehending and using information to communicate in a variety of ways
4. composes a range of texts with increasing accuracy and clarity in different forms
5. develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
6. uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
7. represents own ideas in critical, interpretive and imaginative texts
8. identifies and describes relationships between texts
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
10. monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

# GEOGRAPHY

## ASSESSMENT SCHEDULE

## 2019 PRELIMINARY YEAR

### Assessment Tasks Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 2, 2019 Week 2 7/5/19	Term 3, 2019 Week 2 30/7/19	Term 3, 2019 Weeks 9 & 10
<i>Type of Task</i>		Global Challenges In class test	Senior Geography Project (Hand in)	Final Exam: All topics
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Knowledge and understanding of course content	40%	15		25
Geographical tools and skills	20%		10	10
Geographical inquiry and research, including fieldwork	20%		20	
Communication of geographical information, ideas and issues in appropriate forms	20%	5	10	5
<i>Outcomes</i>		P1-3, P8-10, P12	P7-12	P1-5, P10, P12
<i>Task Weighting</i>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

### Preliminary Geography

<b>Internal assessment</b>	<b>Weighting</b>
Knowledge and understanding of course content	40
Geographical tools and skills	20
Geographical inquiry and research, including fieldwork	20
Communication of geographical information, ideas and issues in appropriate forms	20
	<b>100%</b>

## Preliminary Outcomes:

The 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.

# HOSPITALITY - KITCHEN OPERATIONS

## ASSESSMENT

2019 PRELIMINARY YEAR

### Competency Based Assessments

	<i>Competency 1</i>	<i>Competency 2</i>	<i>Competency 3</i>	<i>Competency 4</i>
<i>Date of Task</i>	Term 1 Week 7 In Class	Term 2, 2019 Week 5 29/5/19	Term 3, 2019 Week 5 All Week	Term 4, 2019 Week 7 In Class
<i>Type of Task</i>	Hospitality Competency Assessment  Hospitality be Prepared: Hygienic and Safe	Hospitality Competency Assessment  Food Truck Catering	Hospitality Competency Assessment  Work Effectively with others.	Hospitality Competency Assessment  Catering Event and Digital Portfolio
	Competency Based Assessment			

### Assessment Tasks Distribution and Weighting Tasks

		<i>Task 1</i>	<i>Task 2</i>
<i>Date of Task</i>		Term 2, 2019 Week 5	Term 3, 2019 Weeks 3- 5
<i>Type of Task</i>		Mid Course Examination	Preliminary Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>		
<i>Weightings</i>	100%	Various 40%	Various 60%

### Competency Assessments:

There will be ongoing competency assessments throughout the year where full participation is required to be assessed. Students will receive notification of these competency tasks with a minimum of two weeks notice.

## HOSPITALITY – KITCHEN OPERATIONS CONTINUED

### Expected Attendance:

- College Expo catering
- Mothers' Day Morning Tea

Attendance is expected at different times as this will contribute to the holistic practical assessment of various competencies and makes up for compulsory service period requirements for this course.

## HOSPITALITY – KITCHEN OPERATIONS

Unit Code and Title		Unit specific prerequisite	HSC indicative hours of credit
SITXFSA001	Use hygienic practices for food safety	Nil	10
SITXWHS001	Participate in safe work practices	Nil	15
BSBWOR203	Work effectively with others	Nil	15
SITCCC002	Prepare and present simple dishes	Nil	20
SITHCCC001	Use food preparation equipment	Nil	20
SITCCC005	Produce dishes using basic methods of cookery	Nil	40
SITHKOP001	Clean kitchen premises and equipment	Nil	10
SITXINV002	Participate in safe food handling practices	Nil	15
<b>Total mandatory HSC indicative hours</b>			<b>145</b>

### NOTE

- Unit and elements of competencies are provided to students with assessment plans.
- Work Placement is a **MANDATORY** component of course assessment. Students **MUST** comply with all requirements of Work Placement (35 hours) regulations. Students who are absent from their Work Placement **MUST** provide a Doctor's certificate for each day absent and make up their missed hours. Furthermore, they must contact the College and their Work Placement.
- An external written Higher School certificate examination will be conducted for this course. In the year they will complete the course, students **MUST** specify whether or not they choose to undertake the external written examination.



# INDUSTRIAL TECHNOLOGY - TIMBER

## ASSESSMENT

2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<b>Date of Task</b>		Term 1, 2019 Week 9 28/3/19	Term 3, 2019 Week 3 9/8/19	Term 3, 2019 Week 8 12/9/19
<b>Type of Task</b>		Industry Study	Practical Assessment Part A (folio)	Practical Assessment Part B (prac)
Component being assessed	Syllabus Weighting			
Industry Study	15%	15%		
Design	10%		5%	5%
Management and Communication	20%		10%	10%
Production	40%		15%	25%
Industry-Related Manufacturing Technology	15%	5%	10%	
Outcomes		P1.2, P7.1, P7.2	P1.1, P2.2, P3.2, P4.2, P5.1	P2.1, P3.1, P3.3, P4.1, P4.3, P5.2
<b>Task Weighting</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

### Industrial Technology – Summary of Internal Assessment

Component	Weightings
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	40
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects.	60
<b>Total %</b>	<b>100</b>

## Preliminary Course Outcomes and Content

### ***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** apply 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

# LEGAL STUDIES

## ASSESSMENT SCHEDULE

2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<b>Date of Task</b>		Term 1, 2019 Week 11 10/4/19	Term 2, 2019 Week 10 3/7/19	Term 3, 2019 Weeks 9-10
<b>Type of Task</b>		<b>In-Class Test</b>	<b>The Individual and the Law: Research Task</b>	<b>Final Preliminary Examination</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Knowledge and Understanding of Course Content	40%	10%	10%	20%
Analysis and evaluation	20%	5%	5%	10%
Inquiry and research	20%	10%	10%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	10%
<i>Outcomes</i>		P1, P2, P3, P9	P4, P5, P6, P7, P8, P9, P10	P1-P10
<b>Task Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

### Legal Studies – Summary of Internal Assessment

<b>Component</b>	<b>Weighting %</b>
Knowledge and Understanding of Course Content	40
Analysis and evaluation	20
Inquiry and research	20
Communication of legal information, issues and ideas in appropriate forms	20
	<b>100</b>

## Legal Studies – Preliminary Course Outcomes

- 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 co-operation 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.

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>
<b>Date of Task</b>		Term 1, 2019 Week 9 28/3/19	Term 3, 2019 Week 1 26/7/19
<b>Type of Task</b>		<b>Research</b>	<b>Case Study</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>		
Knowledge and understanding	<b>40%</b>	20	20
Critical analysis, synthesis and interpretation of information	<b>40%</b>	20	20
Planning and conducting first-hand investigations	<b>20%</b>	10	10
<b>Outcomes</b>		1.1, 1.3, 1.4, 1.5, 2.3, 3.1, 3.2	1.1-1.5, 2.1-2.3, 3.1, 3.2
<b>Task Weighting</b>	<b>100%</b>	<b>50%</b>	<b>50%</b>

### Marine Studies - Summary of Internal Assessment

#### (50%) Knowledge and understanding of:

- respectful and caring attitudes to the ocean and its life forms.
- identifying the roles of individuals or groups involved in maritime activities.
- recalling aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course.
- recognising Aboriginal and Torres Strait Islander values and attitudes towards the sea.
- demonstrating the awareness of the value of the ocean as a source of historical information.

#### (30%) Critical analysis, synthesis and interpreting of information in:

- Researching a range of information sources, discerning their relevance to particular marine issues. Skills of analysis are applied to explaining wise management of data and monitoring its effectiveness. This is seen as a core process of scientific enquiry by all students.

#### (20%) Planning and conducting first-hand investigations in:

- Strategic planning for safe near water and water activities, organising personal equipment for boating, fishing, snorkeling and SCUBA activities, notifying relevant authorities prior to departure and on return, and completing logbooks required by statutory bodies.
- Working cooperatively with other students and adopting leadership roles in the context of the syllabus. This skill is embedded in many optional modules and is essential to all practical water-based modules.
- Collecting data from the marine environment, analyse statistical evidence, apply mathematical concepts, construct tables and graphs, and present their findings as meaningful reports.

## Marine Studies - Preliminary Course Outcomes

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
  
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
  
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
  
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
  
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

# MATHEMATICS ADVANCED

## ASSESSMENT SCHEDULE

2019 YEAR 11

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<b>Date of Task</b>		Term 1, 2019 Week 10 2/4/19	Term 2, 2019 Week 8 18/6/19	Term 3, 2019 Weeks 9-10
<b>Type of Task</b>		<b>Class Test</b>	<b>Project</b>	<b>Final Examination</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>			
Understanding, fluency and communication	50%	15	15	20
Problem solving, reasoning and justification	50%	15	15	20
<i>Outcomes</i>		MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	MA11-1 - MA11-9
<b>Task Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

### Mathematics Advanced – Summary of school based Assessment

<b>Component</b>	<b>Weighting %</b>
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	<b>100</b>

### Mathematics Advanced – Year 11 Course Outcomes

**A student:**

- MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

- MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9** provides reasoning to support conclusions which are appropriate to the context



# MATHEMATICS STANDARD

## ASSESSMENT SCHEDULE

2019 YEAR 11

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<b>Date of Task</b>		Term 1, 2019 Week 10 2/4/19	Term 2, 2019 Week 8 19/6/19	Term 3, 2019 Weeks 9 - 10
<b>Type of Task</b>		<b>Class Test</b>	<b>Project</b>	<b>Final Examination</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>			
Understanding, fluency and communication	<b>50%</b>	15	15	20
Problem solving, reasoning and justification	<b>50%</b>	15	15	20
<b>Outcomes</b>		MS11-1, MS11-2, MS11-3, MS11-5, MS11-6, MS11-9, MS11-10	MS11-2, MS11-7, MS11-9, MS11-10	MS11-1 - MS11-10
<b>Task Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

### Mathematics Standard – Summary of Internal Assessment

<b>Component</b>	<b>Weighting %</b>
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	<b>100</b>

Measuring attainment of the assessment components will involve assessing a student's ability in relation to aspects of the Mathematics Standard course such as:

#### Understanding, fluency and communication

- Make connection between experiences and related concepts, and progressively expand and develop ideas.
- Recall factual knowledge and concepts, and select and apply appropriate procedures flexibly, accurately and efficiently.

- Describe, represent, formulate, express and explain mathematical situations, concepts, methods and solutions to problems using a variety of presentations utilising appropriate language, notation or diagrams.

### **Problem solving, reasoning and justification**

- Interpret, formulate, investigate, model and solve problems, using mathematics in simple and complex, familiar and unfamiliar situations.
- Analyse, evaluate, explain, infer, generalise, deduce and reach conclusions.
- Justify strategies and strategic thinking used, conclusions reached and explain the reasonableness of findings, proving results where appropriate.

## **Mathematics Standard – Year 11 Course Outcomes**

### **A student:**

- MS11-1** uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2** represents information in symbolic, graphical and tabular form
- MS11-3** solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4** performs calculations, in relation to two-dimensional and three-dimensional figures
- MS11-5** models relevant financial situations using appropriate tools
- MS11-6** makes predictions about everyday situations based on simple mathematical models
- MS11-7** develops and carries out simple statistical processes to answer questions posed
- MS11-8** solves probability problems involving multi-stage 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

# MATHEMATICS EXTENSION 1

## ASSESSMENT SCHEDULE

2019 YEAR 11

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 1, 2019 Week 11 8/4/19	Term 2, 2019 Week 9 28/6/19	Term 3, 2019 Weeks 9-10
<i>Type of Task</i>		<b>Class Test</b>	<b>Project</b>	<b>Final Examination</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Understanding, fluency and communication	<b>50%</b>	15	15	20
Problem solving, reasoning and justification	<b>50%</b>	15	15	20
<i>Outcomes</i>		ME11-1, ME11-2, ME11-6, ME11-7	ME11-5, ME11-6, ME11-7	ME11-1 - ME11-7
<i>Task Weighting</i>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

### Mathematics Extension 1 – Summary of school based Assessment

Component	Weighting %
Understanding, fluency and communication	50
Problem solving, reasoning and justification	50
	<b>100</b>

### Extension 1 Mathematics – Year 11 Course Outcomes

**A student:**

- ME11-1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2** manipulates algebraic expressions and graphical functions to solve problems
- ME11-3** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

- ME11-4** applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5** uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6** uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7** communicates making comprehensive use of mathematical language, notation, diagrams and graphs

# MODERN HISTORY

## ASSESSMENT SCHEDULE

2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<b>Date of Task</b>		Term 1, 2019 Week 9	Term 2, 2019 Week 5	Term 3, 2019 Weeks 9 - 10
<b>Type of Task</b>		<b>Historical Investigation 26/3/19</b>	<b>Research Task 29/5/19</b>	<b>Preliminary Exam</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>			
Knowledge and Understanding of Content	<b>40%</b>	5	15	20
Historical skills in the analysis and evaluation of sources and interpretations	<b>20%</b>	5	5	10
Historical Inquiry and Research	<b>20%</b>	10	10	
Communication of Historical Understanding in Appropriate Forms	<b>20%</b>	5	5	10
Outcomes		MH11.3, - MH11.6, MH11.8, MH11.9, MH11.10,	MH11-3, MH11-4, MH11-6, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-5, MH11-6, MH11-7, MH11-9
<b>Task Weighting</b>	<b>100%</b>	<b>25</b>	<b>35</b>	<b>40</b>

### Modern History – Summary of Internal Assessment

<b>Component</b>	<b>Weighting %</b>
Knowledge and understanding of content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
	100

## Modern History – Preliminary Course Outcomes

### A student:

- MH11-1** describes the nature of continuity and change in the modern world
- MH11-2** proposes ideas about the varying causes and effects of events and developments
- MH11-3** analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4** accounts for the different perspectives of individuals and groups
- MH11-5** examines the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7** discusses and evaluates differing interpretations and representations of the past
- MH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH11-10** discusses contemporary methods and issues involved in the investigation of modern history

# MUSIC 1

## ASSESSMENT SCHEDULE

2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3
<b>Date of Task</b>		Term 1, 2019 Week 11 10 April Double Period	Term 2, 2019 Week 9 26 June Double Period	Term 3, 2019 Weeks 9-10
<b>Type of Task</b>		20th & 21st Century Music Portfolio	Popular Music Portfolio	Performance and Exam
Component being assessed	Syllabus Weighting			
Performance	25%		10	15
Composition	25%	10	15	
Musicology	25%	10	15	
Aural	25%			25
Outcomes		P2, P3, P4, P7, P8, P10, P11	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11	P1, P2, P3, P4, P5, P6, P10, P11
<b>Task Weighting</b>	<b>100%</b>	<b>20 %</b>	<b>40%</b>	<b>40%</b>

### Music 1 – Summary of Internal Assessment

Component	Weighting %
Performance	25
Composition	25
Musicology	25
Aural	25
	<b>100</b>

## Music 1 – Preliminary Course Outcomes

**Objective:** To develop knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.

Through activities in performance, composition, musicology and aural, 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

**Objective:** To develop the skills to evaluate music critically.

Through activities in performance, composition, musicology and aural, a student:

- P5** Comments on and constructively discusses performances and compositions
- P6** Observes and discusses concepts of music in works representative of the topics studied

**Objective:** To develop an understanding of the impact of technology on music.

Through activities in performance, composition, musicology and aural, a student:

- 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

**Objective:** To develop personal values about music.

Through activities in performance, composition, musicology and aural, a student:

- 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



# PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

## ASSESSMENT SCHEDULE

2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 1, 2019 Week 11 11 April 8.15am – 8.35am	Term 2, 2019 Week 5 29/5/19	Term 3, 2019 Weeks 9-10
<i>Type of Task</i>		Research Task on Core 1 - Hand in	In Class Analysis	Preliminary Examination
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Knowledge and Understanding of: <ul style="list-style-type: none"> <li>• Factors that affect health</li> <li>• The way the body moves</li> </ul>	40%	10	10	20
Skills in: <ul style="list-style-type: none"> <li>• Influencing personal and community health</li> <li>• Taking action to improve participation and performance in physical activity</li> </ul>	30%	10	10	10
Skills in Critical Thinking, Research and Analysis	30%	10	10	10
Outcomes		P2-6, P15-16	P1-7	P1-17
<i>Task Weighting</i>	100%	30%	30%	40%

## PDHPE – Preliminary Course Outcomes

### A student:

- P1** Identifies and examines why people give different meanings to health and to physical activity
- P2** Explains how nutrition, physical activity, drug use and relationships affect personal health
- P3** Recognises that health is determined by sociocultural, economic and environmental factors
- P4** Identifies aspects of health over which individuals can exert some control
- P5** Plans for and can implement actions that can support the health of others
- P6** Proposes actions that can improve and maintain personal health
- P7** Explains how body structures 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** Utilises a range of sources to draw conclusions about health and physical activity concepts
- P17** Analyses factors influencing movement and patterns of participation

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

## ASSESSMENT SCHEDULE

2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3
<b>Date of Task</b>		Term 1, 2019 Week 11 11/4/19	Term 2, 2019 Week 9 26/6/19	Term 3, 2019 Week 7 6/9/19
<b>Type of Task</b>		Module DI: Photographic Book	Module DI: Photojournalism Portfolio	General GI: Collaborative Task: Time Based Form
Component being assessed	Syllabus Weighting			
Making	70%	10%	30%	30%
Critical and historical studies	30%		30%	
Outcomes		M1, M2, M3, M4, M5, M6	M1, M2, M3, M4, M5, M6, CH1, CH2, CH3, CH4,CH5	M1, M2, M3, M4, M5, M6
<b>Task Weighting</b>	<b>100%</b>	<b>10%</b>	<b>60%</b>	<b>30%</b>

### Photography, Video and Digital Imaging – Summary of Assessment

Component	Weighting
Making	70%
Critical and Historical Studies	30%

## Photography, Video and Digital Imaging – Outcomes Making

- M1** generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice
- M2** explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works
- M3** investigates different points of view in the making of photographs and/or videos and/or digital images
- M4** generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5** develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6** takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

## Critical and Historical Studies

- CH1** generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging
- CH2** investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3** distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4** explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5** recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

# PHYSICS

## ASSESSMENT POLICY

## 2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		Task 1	Task 2	Task 3
<b>Date of Task</b>		Term 1, 2019 Week 9	Term 3, 2019 Week 2 2/8/19	Term 3, 2019 Weeks 9-10
<b>Type of Task</b>		<b>Practical Test</b>	<b>Depth Study</b>	<b>Preliminary Examination</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>			
Skills in working scientifically	<b>60%</b>	20	30	10
Knowledge and understanding of course content	<b>40%</b>	10		30
Outcomes		PH11-2-9	PH11-1,3, 4, 6, 7, 10	PH11-1-11
<b>Task Weighting</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

### Physics – Summary of Internal Assessment

Component	Weighting%
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe.</li> <li>the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.</li> </ul>	60
<b>Skills in:</b> <ul style="list-style-type: none"> <li>pursuing interests in science, acquiring a depth of understanding, and taking responsibility for your own learning.</li> <li>undertaking a series of depth studies which may be, but is not limited to:               <ul style="list-style-type: none"> <li>a practical investigation or series of practical investigations and/or a secondary-source</li> <li>investigation or series of secondary-sourced investigations</li> <li>presentations, research assignments or fieldwork reports</li> <li>the extension of concepts found within the course, either qualitatively and/or quantitatively.</li> </ul> </li> <li>scientific thinking, problem-solving, and in communicating understanding and conclusions.</li> </ul>	40
	<b>100</b>

## Physics – Preliminary Course Outcomes

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

# SOFTWARE DESIGN & DEVELOPMENT

## ASSESSMENT POLICY

2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 1 Week 10 4/4/19	Term 3 Week 6 29/8/19	Term 3, Weeks 9-10
<i>Type of Task</i>		<b>Social and Ethical Issues - Individual Task</b>	<b>Developing Software Solutions</b>	<b>Preliminary Exams</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Knowledge and understanding	30	10		20
Design and development of software solutions	35	5	15	15
Project management techniques, including documentation, teamwork and communication	15	5	5	5
Project (s)	20	0	20	
Outcomes		P1.1, P1.3, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P6.1	P1.2, P1.3, P3.1 P4.1, P4.2, P4.3, P5.1, P5.2, P6.2, P6.3	
<b>Task Weighting</b>	<b>100</b>	<b>20</b>	<b>40</b>	<b>40</b>

### Assessment Components and weightings

#### Preliminary Course

The suggested components and weightings for the Preliminary course are set out below.

<b>Component</b>	<b>Weightings</b>
Knowledge and understanding about hardware and software development processes, social and ethical issues	30
Design and development of software solutions	35
Project management techniques, including documentation, teamwork and communication	15
Project (s)	20
	<b>100</b>

## Students will develop:

1. knowledge and understanding about how software solutions utilise and interact with other elements of computer systems
2. knowledge and understanding of the historical developments that have led to current practices in software design and development, and of emerging trends and technologies in this field
3. knowledge and understanding of legal, social and ethical issues and their effect on software design and development
4. skills in designing and developing software solutions
5. skills in management appropriate to the design and development of software solutions
6. skills in teamwork and communication associated with the design and development of software solutions.

## A student:

- P1.1** describes the functions of hardware and software  
**P1.2** describes and uses appropriate data types  
**P1.3** describes the interactions between the elements of a computer system
- P2.1** describes developments in the levels of programming languages  
**P2.2** describes the effects of program language developments on current practices
- P3.1** identifies the issues relating to the use of software solutions
- P4.1** analyses a given problem in order to generate a computer-based solution  
**P4.2** investigates a structured approach in the design and implementation of a software solution  
**P4.3** uses a variety of development approaches to generate software solutions and distinguishes between these approaches
- P5.1** uses and justifies the need for appropriate project management techniques  
**P5.2** uses and develops documentation to communicate software solutions to others
- P6.1** describes the skills involved in software development  
**P6.2** communicates with appropriate personnel throughout the software development process  
**P6.3** designs and constructs software solutions with appropriate interfaces



# SPORT, LIFESTYLE AND RECREATIONAL STUDIES (1 UNIT)

## ASSESSMENT SCHEDULE

2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<b>Date of Task</b>		Term 1, 2019 Week 9 From 26 March	Term 2, 2019 Week 6 7 June	Term 3, 2019 Week 7 6 September
<b>Type of Task</b>		<b>Coaching Lab (Hand in and in class)</b>	<b>Resistance Training Programme (Hand in task)</b>	<b>Research assignment (Hand in)</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
<b>Knowledge and Understanding of:</b> <ul style="list-style-type: none"> <li>Sports coaching and training methods</li> <li>Theory and principles of resistance training</li> <li>Elements for effective movement in selected games and sports</li> </ul>	25	5	10	10
<b>Skills in:</b> <ul style="list-style-type: none"> <li>Developing and implementing coaching programmes</li> <li>Designing personal resistance training programmes</li> <li>Confidently participating in selected games and sports</li> </ul>	25	10	5	10
<b>Outcomes</b>		P1.1, P1.3, P2.1, P3.1, 3.2, P4.2, 4.5	P1.3, P2.1, P2.2, 2.3, P3.2	P1.1, P1.3, P2.1, P3.1, P4.1, 4.4
<b>Task Weighting</b>	<b>50</b>	<b>15</b>	<b>15</b>	<b>20</b>

### Sport, Lifestyle and Recreation 1 Unit – Summary of Internal Assessment

<b>Component</b>	<b>Weighting %</b>
Knowledge and Understanding	25
Skills	25
	<b>50</b>

## Sport, Lifestyle and Recreation – Course Outcomes

### A student:

- 1.1 Applies the rules and conventions that relate to participation in a range of physical activities
- 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

# STUDIES OF RELIGION (1 UNIT)

## ASSESSMENT SCHEDULE

2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<b>Date of Task</b>		Term 1, 2019 Week 10 <i>Date varies depending on class</i>	Term 3, 2019 Week 1 26/7/19	Term 3, 2019 Weeks 9-10
<b>Type of Task</b>		<b>In class task Nature of Religion and Beliefs.</b>	<b>Research and Report on one religious tradition: Islam (Hand in)</b>	<b>Preliminary Exam</b>
<b>Component being assessed</b>	<b>Syllabus Weighting</b>			
Knowledge and Understanding of Course Content	<b>40</b>	10	10	20
Source-based Skills	<b>20</b>			20
Investigation and Research	<b>20</b>	10	10	
Communication of Information, Ideas and Issues in Appropriate Forms	<b>20</b>	10	10	
Outcomes		P1-2, P6-9	P3-9	P1-6,8,9
<b>Task Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Studies of Religion – Summary of Internal Assessment

### Studies of Religion I

<b>Component</b>	<b>Weighting %</b>
Knowledge and Understanding of Course Content	40
Source-based Skills	20
Investigation and Research	20
Communication of Information, Ideas and Issues in Appropriate Forms	20
	<b>100</b>

## Studies of Religion – Preliminary Course Outcomes

### 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

# STUDIES OF RELIGION (2 UNIT)

## ASSESSMENT SCHEDULE

2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 1, 2019 Week 7 14/3/19	Term 2, 2019 Week 8 19/6/19	Term 3, 2019 Weeks 9-10
<i>Type of Task</i>		In class task Nature of Religion and Beliefs.	Research and Report on one Religious Tradition: Islam	Preliminary Exam
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Knowledge and Understanding of Course Content	40%	10	10	20
Source-based Skills	20%			20
Investigation and Research	20%	10	10	
Communication of Information, Ideas and Issues in Appropriate Forms	20%	10	10	
Outcomes		P1-2, P6,8,9	P3-9	P1-9
<b><i>Task Weighting</i></b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Studies of Religion – Summary of Internal Assessment

### Studies of Religion II

Component	Weighting %
Knowledge and Understanding of Course Content	40
Source-based Skills	20
Investigation and Research	20
Communication of Information, Ideas and Issues in Appropriate Forms	20
	<b>100%</b>

# VISUAL ARTS

## ASSESSMENT SCHEDULE

2019 PRELIMINARY YEAR

### Assessment Task Distribution and Weighting Table

		<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
<i>Date of Task</i>		Term 2, 2019 Week 6 5/6/19 In class	Term 3, 2019 Week 7 5/9/19 In class	Term 3, 2019 Weeks 9-10
<i>Type of Task</i>		<b>Portfolio &amp; Case Studies</b> Hand in in class	<b>Body of Work</b> In class	<b>Final Preliminary Exam</b>
<i>Component being assessed</i>	<i>Syllabus Weighting</i>			
Art Making	50%	15	35	
Art Criticism and Art History	50%	15		35
Outcomes		P1-10	P1-6	P7-10
<b>Task Weighting</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

### Visual Arts – Summary of Internal Assessment

Internal Assessment	Weighting %
<b>Artmaking</b> Knowledge, understanding and skills of content <ul style="list-style-type: none"> <li>– artmaking as a practice</li> <li>– conceptual framework</li> <li>– frames</li> </ul> evident in the lead-up working diaries, works under development, in the body of work, and student explanations	50
<b>Art criticism and art history</b> Knowledge, understanding and skills of content <ul style="list-style-type: none"> <li>– art criticism and art history as practices</li> <li>– conceptual framework</li> <li>– frames</li> </ul> evident in: <ul style="list-style-type: none"> <li>• short answer responses and reports derived from critical and historical case studies applied to understanding of practice, the conceptual framework and frames</li> <li>• class essays</li> <li>• critical and contemporary reviews and reports in class</li> <li>• research techniques suited to criticism and history in the investigation of particular cases</li> <li>• research assignments</li> <li>• research essays</li> <li>• written and oral accounts of particular cases</li> </ul>	50
	<b>100</b>

## Visual Arts – Preliminary Course Outcomes

A student:

- P1** Explores the conventions of practice in artmaking
- P2** Explores the roles and relationships between the concepts of artist, artwork, world and audience.
- P3** Identifies the frames as the basis of understanding expressive representation through the making of art.
- P4** Investigates subject matter and forms as representations in artmaking.
- P5** Investigates ways of developing coherence and layers of meaning in the making of art.
- P6** Explores a range of material techniques in ways which 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.
- 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

# SECTION THREE

## Rules and Procedures for Examinations/Tests

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### Examination Dates and Times

- The College publishes the examination/test timetable and distributes copies to students. It is your responsibility to make sure you receive a timetable and read it carefully.
  - If you miss an examination simply because you have misread the timetable you will receive a mark of zero in that examination/test.
  - You must be at the examination/test location at least 15 minutes before the start of each examination/test.
- 

### Examination Attendance Rules

- You must sit for all examinations/tests/tasks unless prevented by illness or misadventure. If you cannot attend an examination/test because of illness or misadventure, notify the Director of Teaching and Learning immediately.
  - If illness occurs before the examination and you are still able to attend, notify the Teacher-in-charge of the examination/test when entering the venue.
- 

### Equipment for the Examination/Test

- It is your responsibility to make sure that you know and possess the correct equipment.
- Before the examination/test begins, staff supervising will inspect any equipment brought into the venue. It is recommended that you place all equipment into an A4 plastic sleeve.
- Equipment should bear only the original inscribed information. You must supply materials that are in working order (this includes calculators). You cannot lodge an appeal on the grounds that your examination equipment did not work correctly.
- You may only use those calculator models that appear on the NESA list of approved calculators
- Where students are permitted to take dictionaries into a Languages examination, dictionaries cannot be annotated in any way, including using stickers to mark a particular place.
- You are not permitted to borrow equipment during examinations/tests.

Supervisors will not be responsible for the safekeeping of any unauthorised material and equipment, including mobile telephones.



## **Examination/Test Room Procedures**

- You must sit at the desk designated by the Teacher-in-charge of the examination/test.
  - You must place your Photo Library Card at the top right hand side of the desk. If necessary, a drivers licence or travel pass will be acceptable.
  - It is your responsibility to check question papers to make sure there are no pages missing.
  - Reading Time – there will be between 5 and 10 minutes of reading and familiarisation time. You must not write during this time.
  - During written examinations/tests, you must:
    - Read the instructions on the front page of the examination paper carefully. Teachers supervising are not permitted to interpret questions or instructions relating to questions.
    - Write your name on all writing booklets/pages.
    - Write with black or blue pen. Pencil may be used only where specifically directed.
    - Make sure that you write your answers in the correct answer booklets. If you write an answer in the wrong section or booklet, write a note on the front and back of all booklets that an answer has been written in the wrong place. Do not rewrite your answers, but ensure you label and hand in all parts of your answers.
    - Stop writing immediately when told to do so by the teacher supervising.
    - Arrange completed answers according to the supervisor's instructions and wait for the supervisor to collect them.
  - You must not:
    - Commence writing until instructed to do so by the Teacher-in-charge.
    - Write your name on answer books or sheets.
    - Leave the examination/test room (except in an emergency) without permission.
- 

## **Conduct During the Examination/Test**

- You must follow the rules of the College at all times.
- You must follow the Teacher in charges' instructions at all times and must behave in a polite and courteous manner towards the teachers supervising and other students.
- You must not:
  - Eat in the examination/test room.
  - Speak to any person other than a teacher supervising during an examination/test.
  - Behave in any way likely to disturb the work of any other student or upset the conduct of the examination/test.
  - Take into the examination/test room any books, notes, any paper, or any equipment other than the equipment necessary.
  - Take a mobile phone into the examination/test room.
  - Take any electronic device into the examination/test room

- Remove any examination/test booklets, whether used or not, from the room. Question papers may only be removed with the permission of the Teacher in charge.
  - If you do not make a serious attempt at an examination, you may not receive a result in that examination. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious.
  - Examination answers that contain frivolous or objectionable material may result in the cancellation of the examination and a zero mark being awarded.
  - If you do not follow these rules, or if you cheat in the examinations/tests in any way, you may be removed from the examination/test venue and reported to the Curriculum Coordinator. The penalty will be a zero mark for that examination/test.
- 

### **What to do if you miss an Examination Due to Illness or Misadventure**

- You must notify the College (9957 5000) if you are prevented from attending an examination/test because of illness or misadventure.
- At the first opportunity after the test/examination you must provide written and complete details of your illness or misadventure, and describe how it affected your performance in the examination/test.
- Provide **independent written evidence** which specifies the dates during which your illness or misadventure has occurred. This documentation must be dated at the time of the examinations.

In the case of **illness**, the College requires a statement from a doctor or other health professional. The statement should describe the nature and effects of your illness and its implications for your examination presentation. ***Note that a medical certificate that merely states that you were unfit for study/work is not acceptable.***

In the case of **misadventure**, a Police Officer or a counsellor or another appropriate professional person should be approached for a written statement. Again, it should outline the nature and effects of your misadventure and its implications for your examination presentation.

***Completed documentation must be presented to the Director of Teaching and Learning on the morning of your return to school.***