

Asquith Girls High School

Year 11 2020

Assessment Handbook



EXCELLENCE - COMMITMENT - EFFORT - LEADERSHIP

ASQUITH GIRLS HIGH SCHOOL MISSION STATEMENT:

Nurturing personal best and global citizenship in every student by providing a safe and vibrant learning environment with inspiring teaching.

PRINCIPAL'S MESSAGE

Dear Year 11,

Welcome to the final Stage (Stage 6) of your schooling.

Year 11 is a stepping-stone towards your future goals. The success of your final two years relies on your attitude and responsibility towards your learning. You want your learning to be enduring, enabling you to make sense of complexity now and in the future. For this to occur, you need to push yourself beyond the learning of facts and skills to uncover concepts—transferable ideas that transcend time, place, and situation.

Learning knowledge and skills is like standing in the middle of a forest, surrounded by trees. It is easy to spot details but hard to see patterns. To do this you need to access opportunities to head up to the mountaintop, pause, take in each detail, and take in the entire forest. Search for big ideas- to generalise, summarise, and draw conclusions by looking at your learning in a holistic way.

Utilise your teacher expertise, advice and feedback – feed-forward to its fullest. Do not be afraid to take risks or ask questions such as:

- What is it like?
- So what?
- How might I need to change my original idea?
- What is the impact for now and for the future?
- How can I overcome the challenges?
- How does this learning connect concepts and ideas from other courses?

It is important you remain motivated and you remain responsible towards your studies and have a realistic plan to achieve your goals.

I am confident your HSC years will bring you joy and fulfilment. Keep working hard.

Best of luck,

Ms Amvrazis
Principal

SENIOR ASSESSMENT POLICY 2019-2020

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six units from Board Developed Courses;
- at least two units of a Board Developed Course in English (English Studies Content Endorsed Course satisfies the pattern of study English requirement)
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses); and
- at least four subjects.

To satisfy pattern of study requirements for the Higher School Certificate, a student may count up to six units of Science in Year 11 and seven units of Science in Year 12.

A student will be considered to have satisfactorily completed the Year 11 and HSC courses, if in the principal's view; there is sufficient evidence that the student has met the course completion criteria.

To be eligible for the award of the Higher School Certificate, students must:

- satisfactorily complete Years 9 and 10 and have gained the Record of School Achievement or such other qualifications as the NSW Education Standard Authority (NESA) considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;
- have completed *HSC: All My Own Work* (or its equivalent) before you submit any work for Year 11 or HSC courses;
- have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

From 2020, students must demonstrate a minimum standard of literacy and numeracy to be eligible for the award of the Higher School Certificate. Students must demonstrate the minimum standard in each domain of reading, writing and numeracy.

WHY DO WE NEED A SCHOOL ASSESSMENT POLICY?

The school assessment policy is designed so that no student can be unfairly advantaged or disadvantaged by the school's system of assessment. Assessment at Asquith Girls High School encourages the progressive development of skills and knowledge while ensuring:

- equity
- consistency across courses and faculties
- fairness in marking and reporting
- coordination of the assessment program to ease the load on students.

WHAT IS THE PURPOSE OF ASSESSMENT IN THE HSC?

Assessment is incorporated into the Higher School Certificate to:

- assist students in their learning;
- provide information on student achievement and progress in each course;
- provide evidence that students have satisfactorily completed a course; and
- allow for the reporting of standards achieved by each student at the end of a course.

WHAT DOES THE ASSESSMENT POLICY LOOK LIKE AT ASQUITH GIRLS HIGH SCHOOL?

At Asquith Girls High School students are assessed against course outcomes through a range of assessment tasks in each course. An outcome is a description of the learning which has taken place.

A range of tasks are used for assessment and will vary from course to course. These may include but are not limited to:

- tasks which may take a written, practical or oral form;
- class essays, research tasks, assignments, portfolios, log books;
- practical tasks and major works;
- projects.

Students' reports are issued twice each year. The reports include information about the student's working profile and their progress in achieving course outcomes.

DEFINITIONS

Components are the parts of courses or major areas to be assessed

Weightings are the percentages of marks to be allocated to the components

Feedback is comments about a student's achievement towards task outcomes

Feed-forward is comments that identify specific strategies and/or targets for further improvement

WHAT ARE THE RESPONSIBILITIES OF THE SCHOOL?

An assessment schedule has been developed for each course, within the guidelines provided by NESA, incorporating mandatory assessment components and weightings for that course.

The school is required to provide students with the following information:

- an Assessment Schedule Calendar, which outlines what components are to be assessed, when the assessment tasks are scheduled and the relative weighting attached to each assessment task;
- assessment tasks of the same type and the same weighting for all classes studying that course;
- written notification at least two (2) weeks in advance of the scheduled assessment task;

At the completion of each task, students will receive:

- a mark;
- a rank;
- an indicative cumulative rank (where applicable);
- the marking criteria; and
- feedback on student achievement and feed-forward actions for further improvement.

Note:

Assessment Tasks are returned within 2 weeks of the date of the Task/Examination. In exceptional circumstances some tasks may be rescheduled or substituted. In such cases, Head Teachers or class teachers will inform students of the new arrangements in writing at least **two (2) weeks in advance**.

Official Warning Letters will be posted home to parents/caregivers outlining where their daughter/ward the areas of unsatisfactory completion of the Year 11 and HSC Course requirements. A student will be considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESA; and
- 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.

WHAT ARE THE RESPONSIBILITIES OF STUDENTS?

- Every student has the responsibility to be familiar with Asquith Girls High School's Senior Assessment Policy and procedures and with the course information contained in this Handbook.
- It is the responsibility of the student to be present for, or to hand in all assessment tasks at the required time as specified in the booklet and the assessment calendar.
- If tasks are submitted via email students must ensure to send it asquithgir-h.school@det.nsw.edu.au and address it to the correct teacher.
- Students must demonstrate sustained diligence and effort in each course.
- Students must complete all set tasks (not just assessment tasks) in order to achieve course outcomes.
- Students must attend all classes. Attendance below 85% is considered to be unsatisfactory.
- Students are required to participate in all lessons constructively.
- It is important that the student speaks with their class teacher or Head Teacher of the faculty if there is any doubt about the requirements of the course assessment policy.
- Students must be present for the **whole day** in which an assessment task is scheduled. It is not acceptable for a student to attend school to fulfil the requirements of an assessment task only and not be present at all the timetabled lessons for that particular day.
- Students absent from school, on any given day, are responsible upon their return to school to see their teachers and collect any hand out materials/information/notifications that may have been given during their absence from class.

HAND-IN ASSESSMENT TASKS

Hand-in tasks may include: essays, portfolios, written reports, practical works or research projects.

All assessment tasks are to be submitted to the class teacher or Head Teacher on the due date at the time and period specified on the assessment notification. It is the student's responsibility to ensure that tasks are submitted on time.

Tasks may be submitted:

- in person;
- via email to asquithgir-h.school@det.nsw.edu.au addressed to the correct teacher; or
- other agreed processes indicated on the assessment task notification.

Students must complete a cover sheet for each hand-in assessment task and receive an assessment task receipt.

In the situation where a task submission is in question it is the student's responsibility to provide the task submission receipt to the faculty. Failure to do so may lead to a zero mark being awarded.

Students must not leave hand-in tasks on teachers' desks.

If the student has only completed part of the hand-in task, this part must be submitted to the class teacher on the due date. Failure to submit tasks on time, without a valid reason may result in a zero mark. In the case of illness or misadventure, it is the student's responsibility to follow the process outlined on pages 12-14.

Students may email their hand-in assessment task to their teacher **if this is the arranged process**. In such a case students must ensure the information is sent to the correct email address. Students must keep evidence of their email and any attachments that relate to it.

PERFORMANCES AND ORAL TASKS

Students must be prepared to present performances and oral assessment tasks (including, but not limited to: presentations, viva voce and language speaking tasks) on the specified due date. Where applicable, students must submit a hard copy of their presentation on the advertised due date of the task.

TECHNOLOGY AND ASSESSMENT TASKS

Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to ensure that all reasonable steps are taken to prevent technology failure from hampering her ability to submit a task by the due date. **Technology failure is NOT**, in itself, a valid reason for failure to submit a task by the due date.

To minimise problems in relation to technology, students should adhere to the following protocols:

- make multiple copies of work using at least three different storage devices
- when working at home, continually back up all work on the hard drive of your computer and on an external storage device such as a flash drive/USB or email
- when working at school, save the latest version of your work to your personal file on the school server whenever possible
- tasks which are to be submitted electronically should be checked well before the due date to ensure that the data can be accessed at school
- check the compatibility of your home software with the school's technology support specialist or your teacher
- save a copy of the final version of your task to an email address, as well as bringing it to school on a flash drive/USB
- when you save your work to a flash drive/USB, open it immediately to check that it has been successful
- to submit a hard copy of your task, print the task at home – to avoid any software incompatibility problems
- enable receipt email
- electronic copies must have proof of email sent satisfactorily

Important Note: Technology failure or printer breakdown will not be accepted as a valid reason for late submission

DISABILITY PROVISIONS

NESA may approve disability provisions for students that have a disability that would, under normal assessment situations, prevent a student from:

- reading examination questions;
- communicating responses.

Students are required to speak to their Deputy Principal, Year Adviser or school counsellor if they would like to apply for disability provisions.

Provisions can not be granted to compensate for:

- difficulty completing a course or preparing for an assessment;
- lack of familiarity with English language skills.

When applying for disability provisions, students should include recent evidence of their disability. Students may need to organise testing early in the year so that applications are able to be finalised by the closing date. Students may also be required to produce work samples. Insufficient evidence may result in a decision being delayed.

FEED-FORWARD AT ASQUITH GIRLS HIGH SCHOOL

Each teacher is committed to providing students with specific and actionable strategies to improve. These strategies, referred to as **feed-forward**, describe the opportunities for future growth by suggesting actions. Feed-forward strategies will be provided by teachers at all stages of learning, including assessment tasks. Students are responsible for actioning these suggestions to improve the quality of their work and demonstrate growth in their learning.

When students submit an assessment task, teachers will provide both feedback and feed-forward strategies.

- **Feedback** is comments about a student's achievement towards task outcomes.
- **Feed-forward** is comments that identify specific strategies and/or targets for further improvement.

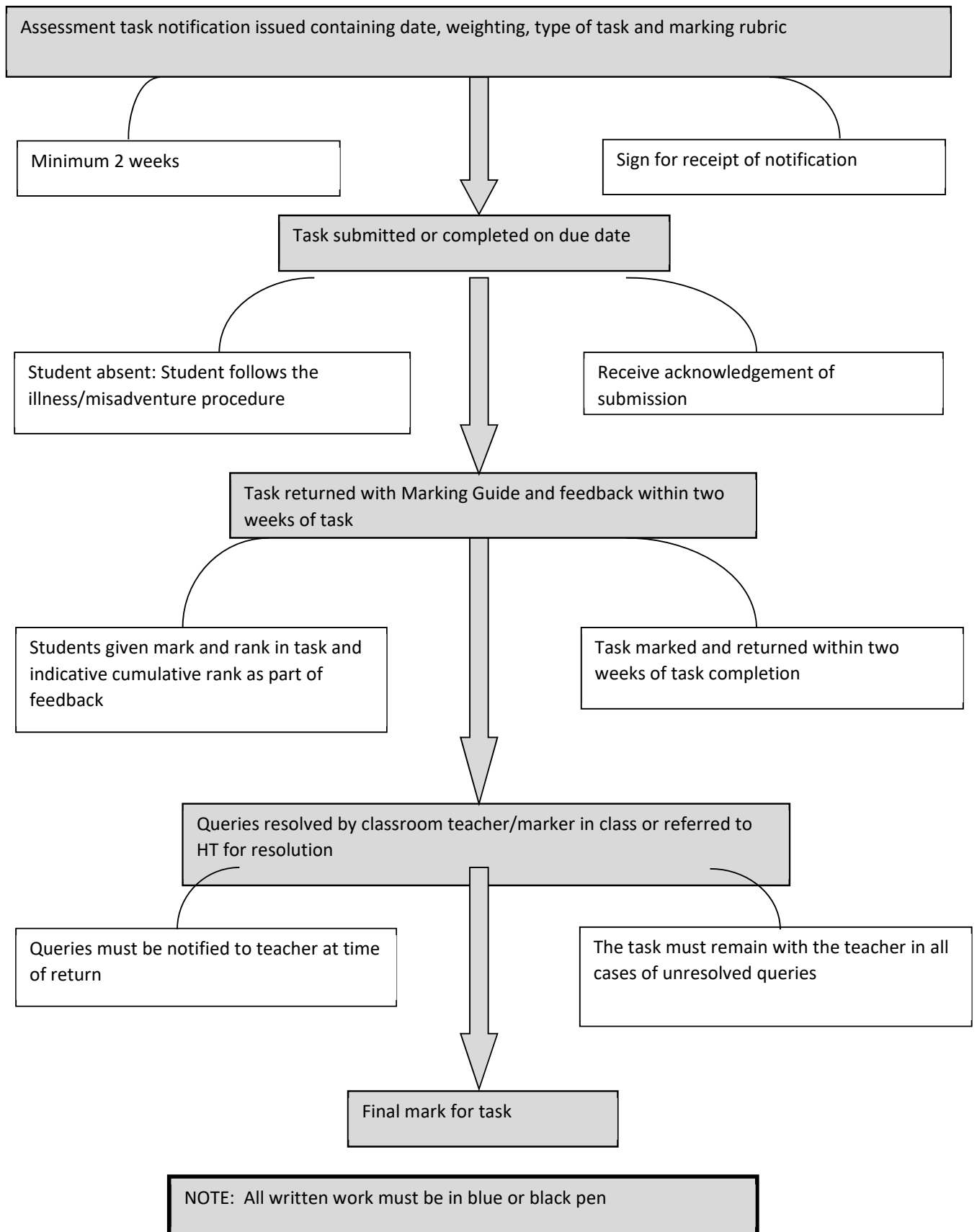
EFFECTIVE FEED-FORWARD

Effective feed-forward:

- describes a problem and its impact, then suggests a solution;
For example, a teacher may write, "You are currently referring to one source. The rubric states that to achieve high outcomes for research skills you must consult a variety of sources. Have you considered adding...."
- will be focused on a few actionable strategies that, if actioned, may improve the standard of the work.
For example, a teacher may say, "You are currently demonstrating outcomes at this level. To improve to the next level consider the following steps";
- assists students to see possibilities for improvement.
For example a teacher may ask, "What if you added this?" or "If you changed that, how would it strengthen your overall argument?"

Important Note: Feed-forward is not editing. Teachers will suggest specific strategies for growth however teachers are not responsible for editing students' work for spelling, grammar, punctuation and syntax.

COMPLETING AN ASSESSMENT TASK





YEAR 11 ASSESSMENT TASK NOTIFICATION

COURSE NAME:		DATE TASK ISSUED:	
NATURE OF TASK:		TASK DUE DATE AND TIME:	
TASK WEIGHTING / COMPONENTS:		MARKS AVAILABLE:	
OUTCOMES TO BE ASSESSED:			

TASK DESCRIPTION:	
CRITERIA FOR ASSESSING LEARNING:	
MARKING CRITERIA:	
FEED-FORWARD PROCEDURES	



HAND-IN ASSESSMENT TASKS COVER SHEET

Student Name:	Year
Assessment Task Title	Date Submitted:
Course:	Teacher:


Academic Integrity Statement

I _____ declare that this work is my own and that any quotes,
(Your name in BLOCK letters)

Information or works have been properly acknowledge and cited in the bibliography.

Student signature: _____ Date: _____

Warning

 You are required to keep a complete soft or hard copy of this assessment task and the acknowledgement of submission in case of any unforeseen event relating to your original submission.

----- cut here -----

Assessment Receipt **Student Copy**

Name of student: _____ Year: ____ Course: _____

Task Title: _____ Class Teacher: _____ Due Date: _____

This task was submitted to _____ on _____
Teacher's name Date

Student Signature Teacher Signature Date

ILLNESS/MISADVENTURE

Assessment tasks are intended to measure each student's performance in relation to course outcomes. Students may lodge an illness/misadventure application if circumstances beyond their control occur immediately before or during the assessment tasks, affected their performance for this assessment task.

This may relate to:

- Illness or accident – that is, illness or physical injuries suffered directly by the student which allegedly affected the student performance in the tasks (eg influenza, an asthma attack, a cut hand);
- Misadventure – any other event beyond the student's control, for example the death of a family member or close friend or involvement in a car accident on the way to the school. In such cases students must provide valid documentation.

The responsibility to complete and submit an Illness/Misadventure application rests with the student. Students must report to the Deputy Principal, of the relevant year, with the valid documentation on the morning of their first day at school. They must also be prepared to submit their assessment or sit their examination on their first day back.

CHRONIC CONDITIONS

Students suffering from a chronic illness are only eligible for appeal if the condition is exacerbated immediately before or during the assessment period, or if the student experiences symptoms during the test which impede performance.

DISABILITY PROVISIONS

Students who have received disability provision(s) are only eligible for an appeal if an unforeseen episode occurs during the assessment task.

EVIDENCE NECESSARY FOR ILLNESS/MISADVENTURE

When students complete and submit an Illness/Misadventure application, supporting evidence must be provided.

This evidence includes:

- student statement: must detail how her performance was affected by the illness or misadventure;
- parent/caregiver statements must detail how the student's performance was affected by the illness/misadventure;
- independent evidence: doctor's certificate or other valid documentation.

Note: A medical certificate must be specially related to the assessment task that is the subject of the application and not general in nature. It must include details of the date of onset of the illness, any additional dates of consultation and a statement about how the student's performance may have been affected.

In cases of misadventure, evidence from other sources (eg police statements and/or statutory declarations explaining how the student's performance may have been affected) should be provided with the date and time of the occurrence and subsequent events.

If a student falls ill during an assessment task, the student must notify the teacher or assessment supervisor immediately.

Students must ensure they comply with the process in cases of:

1. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY OF AN IN-SCHOOL ASSESSMENT TASK

- The student or family member is requested to inform the school of the misadventure/illness on the morning the task is scheduled.
- Students must report to the Deputy Principal, of the relevant year, **on the first day of their return to school**. The student must complete an Illness/Misadventure form (ATTACHMENT A – Page 18). This form, once it has been completed by all relevant parties, should be returned to the Deputy Principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.
- Students should be expected to sit for the assessment task on their first day back.

2. ABSENCE DUE TO ILLNESS/MISADVENTURE ON THE DAY AN ASSESSMENT TASK IS DUE TO BE SUBMITTED

- The student or family member is requested to inform the school of the illness/misadventure on the morning of the day the task is due to be handed in.
- On the first day of the student's return to school, the student must submit the task to the relevant Head Teacher of the faculty and complete an Illness/Misadventure form (ATTACHMENT A – Page 18) obtained from the Deputy Principal. This form, once it has been completed by all relevant parties, should be returned to the Deputy Principal **within two days** from receiving the illness/misadventure application. Evidence needs to be attached to the completed form.

3. ILLNESS/MISADVENTURE DURING AN IN-SCHOOL ASSESSMENT

- The student must acknowledge her condition to the teacher/supervisor of the task during the task and before leaving the room, or sitting for the task and collect an Illness/Misadventure form from the Deputy Principal. A student who presents for an assessment task cannot apply retrospectively for any special consideration due to illness.

4. ILLNESS/MISADVENTURE DURING EXAMINATION PERIOD

- The student or family member must inform the school of the illness/misadventure on the morning of the examination or inform the examination coordinator.
- Students will need to complete an Illness/Misadventure form (ATTACHMENT A – Page 18) obtained from the Deputy Principal. This form, once it has been completed by all relevant parties, should be returned to the Deputy Principal. Evidence needs to be attached to the completed form.
- The examination coordinator will liaise with the student and organise a rescheduling of the affected examination(s).

5. GROUP PERFORMANCE ILLNESS/MISADVENTURE (ATTACHMENT B –Page 20)

- When a group performance cannot go ahead on a scheduled date, the students affected need to complete a group performance Illness/Misadventure form from the Deputy Principal.
- This application must be returned to the relevant Deputy Principal, with appropriate evidence, **within two days**. The Head Teacher/Teacher, will reschedule an alternative date for the performance.
- The student responsible for this group Illness/Misadventure application must complete an individual Illness/Misadventure form outlining the nature of their application. Please note that this application will be considered separately to the group's application.

IN ALL CASES INVOLVING ILLNESS/MISADVENTURE:

- The Illness/Misadventure application form must be completed and returned to the Deputy Principal **within two days** of the initial return to school. The urgency and accuracy of the procedures are important in enabling the case to be seriously considered.
- Where the reason for absence is substantiated, arrangements will be made for a student to complete the task or an alternative task at the earliest opportunity.

The consequences of not following these procedures may result in your application for Illness/Misadventure being rejected.

ILLNESS/MISADVENTURE OUTCOMES

- If the documented evidence provided supports absence/late submission then the mark you receive for the task will be considered in determining your ranking in the course after the completion of all assessments for the course. Therefore your mark will be pending.
- If the documented evidence does not support your absence/late submission a zero mark will be awarded. A letter will be sent to your parent/caregiver informing them of this decision.

SCHOOL BUSINESS (Approved School Event Participation) AND APPROVED LEAVE

Students on School Business must notify their teachers of their absence from school. The program coordinator must ensure all students complete Attachment C (Page 21) and notify the attendance officer for each stage. School Business must be approved by the Principal or the Principal's nominee.

Approved School Business does not require illness/misadventure application.

Students who miss an assessment task due to School Business will complete the task on the first day back to class. Students must make this arrangement with their Deputy Principal.

The granting of approved leave is at the discretion of the Principal. The same rule applies if a student has been granted approved leave from school by the Principal or their nominee (ATTACHMENT C – Page 21).

Important Note: If a student knows in advance that they will be absent on the day a hand- in assessment is due, the task should be handed in prior to the due date. Family Holidays and unapproved leave are not grounds for a Misadventure. Leave not approved by Principal would result in Zero Mark.

NON-SERIOUS ATTEMPTS, MALPRACTICE AND PLAGIARISM

NON-SERIOUS ATTEMPTS

- Students who do not make a serious attempt at an assessment task may receive a zero award in the course concerned. This may render some students ineligible for the award of the Year 11 and HSC course.
- Non-serious attempts include frivolous or objectionable material or failure to attempt whole questions
- Students identified as providing non-serious attempts will be asked to justify why they should receive a result in the course concerned
- Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded. The Head Teacher of the faculty will advise the student and her parent/caregiver of the decision in consultation with the relevant Deputy Principal.

Submitted work may be classified as a non-serious attempt where it is frivolous or offensive. Failure to reach a level of achievement does not necessarily constitute a non-serious attempt. Where the school applies a penalty for a frivolous or offensive response written communication will occur with the parent/caregiver.

HONESTY IS KEY FOR ALL STUDENTS AND STAFF

All HSC candidates, their teachers and others who guide them must comply with the NESA Honesty in Assessment Standard to maintain the integrity of the HSC.

Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

WHAT TYPES OF PROVEN MALPRACTICE NEED TO BE RECORDED?

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own;
- using material directly from print or digital mediums without reference to the source;
- building on the ideas of another person without reference to the source;
- plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own;
- submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially;
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- cheating in an in-class assessment/examination, including having access to mobile devices;
- using non-approved aids during an assessment task;
- providing false explanations to explain work not handed in by the due date;
- assisting another student to engage in malpractice;
- being in possession of unauthorised notes or electronic devices during a test or examination;
- copying from another student.

Proven cases of malpractice may result in disciplinary action

IS THE LATE SUBMISSION OF A TASK OR A NON-SERIOUS ATTEMPT CONSIDERED MALPRACTICE?

Late submission of assessment tasks may be malpractice when it is proven to be a deliberate mechanism to gain advantage over other students. Students may submit overdue assessment work for a variety of other reasons not considered malpractice, such as illness, technical or transport issues or lack of motivation.

Note, in all cases of late submission of a task, the illness/misadventure process must be followed.

Where the teacher responsible for a task has reason to suspect malpractice, this must be brought to the attention of the Head Teacher. If both are in agreement then the student will be awarded a zero mark for the plagiarised component of the assessment task.

THE ASSESSMENT REVIEW PANEL (ARP)

Students may appeal a decision using the procedures existing within the school. In all cases, students may appeal in writing to the Assessment Review Panel (ARP). This application must be made **within two days** of receiving the decision.

The ARP is comprised of the Deputy Principal and two independent Head Teachers. The ARP will consider all Illness/Misadventure appeals. A decision will be made after careful examination and consideration of the evidence provided both by the student and the faculty. Each party will be notified in writing of the decision made by the ARP. Where a decision cannot be reached, the ARP will submit the appeal to the Principal for a determination (Attachment D, page 22).

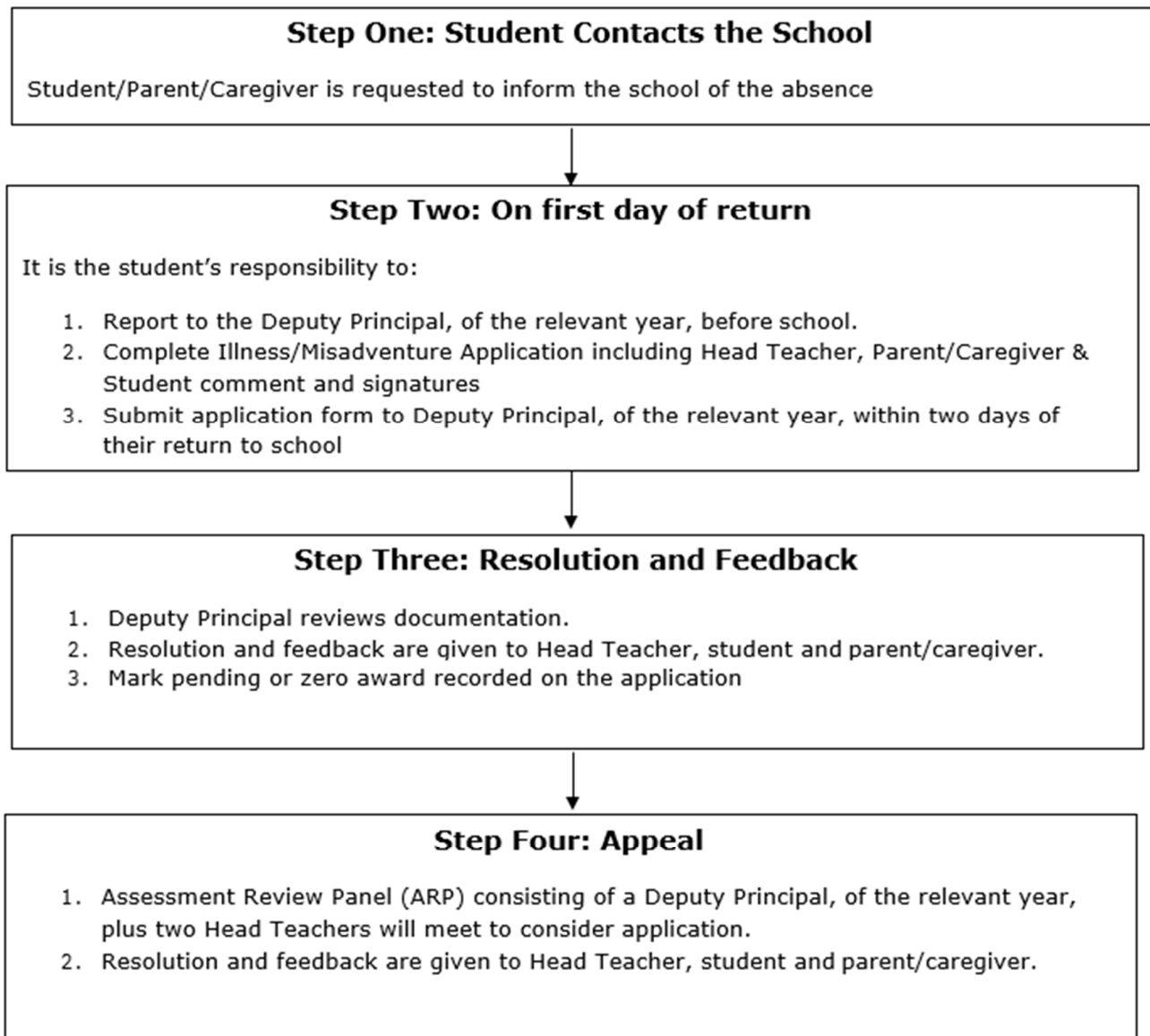
UNACCEPTABLE GROUNDS FOR APPEAL

Unacceptable grounds for appeal include:

- attendance at a sporting or cultural event, or family holiday where approval has not been given by the Principal or Nominee;
- alleged deficiencies in tuition or long term matters relating to loss of preparation time;
- disabilities for which NESA has already granted special provisions, unless an unforeseen episode occurs during the test (eg a hypoglycaemic attack in a diabetic student who has been isolated but is still ill), or further difficulties which are supported by the supervising teacher and school;
- long-term illness, such as glandular fever, asthma, epilepsy, unless the student has suffered a 'flare up' of the condition during the test;
- matters avoidable by the student (eg misreading of timetable, misinterpretation of assessment task).

PROCEDURES FOR YEAR 11 AND HSC COURSE ILLNESS/MISADVENTURE

Students missing an assessment task and wishing to make application for Illness/Misadventure must follow the procedure outlined below:





YEAR 11 AND HSC COURSE ILLNESS/MISADVENTURE APPLICATION

Student Name: _____ Course: _____ Teacher: _____

Task: _____ Weighting: _____ Date Given: _____ Due Date: _____

To be completed by DP (Tick as appropriate):

Medical Certificate attached Other verification (please specify): _____

To be completed by the student:

Student's comment: (Describe in detail the nature of the issue that affected your ability to complete or submit this assessment task)

Student signature: _____ Date: _____

To be completed by the student's Parent / Caregiver:

Parent/caregiver support comment:

Parent/Caregiver signature: _____ Date: _____

To be completed by Head Teacher

Head Teacher/Nominee: _____ Application submitted on (date): _____

Task/Alternative task was completed/submitted on (date): _____ Task/Alternative task to be completed/submitted on (date): _____

Outcome: Mark pending Zero Mark

Head Teacher's Recommendation:

Head Teacher's signature: _____ Date: _____

To be completed by Deputy Principal

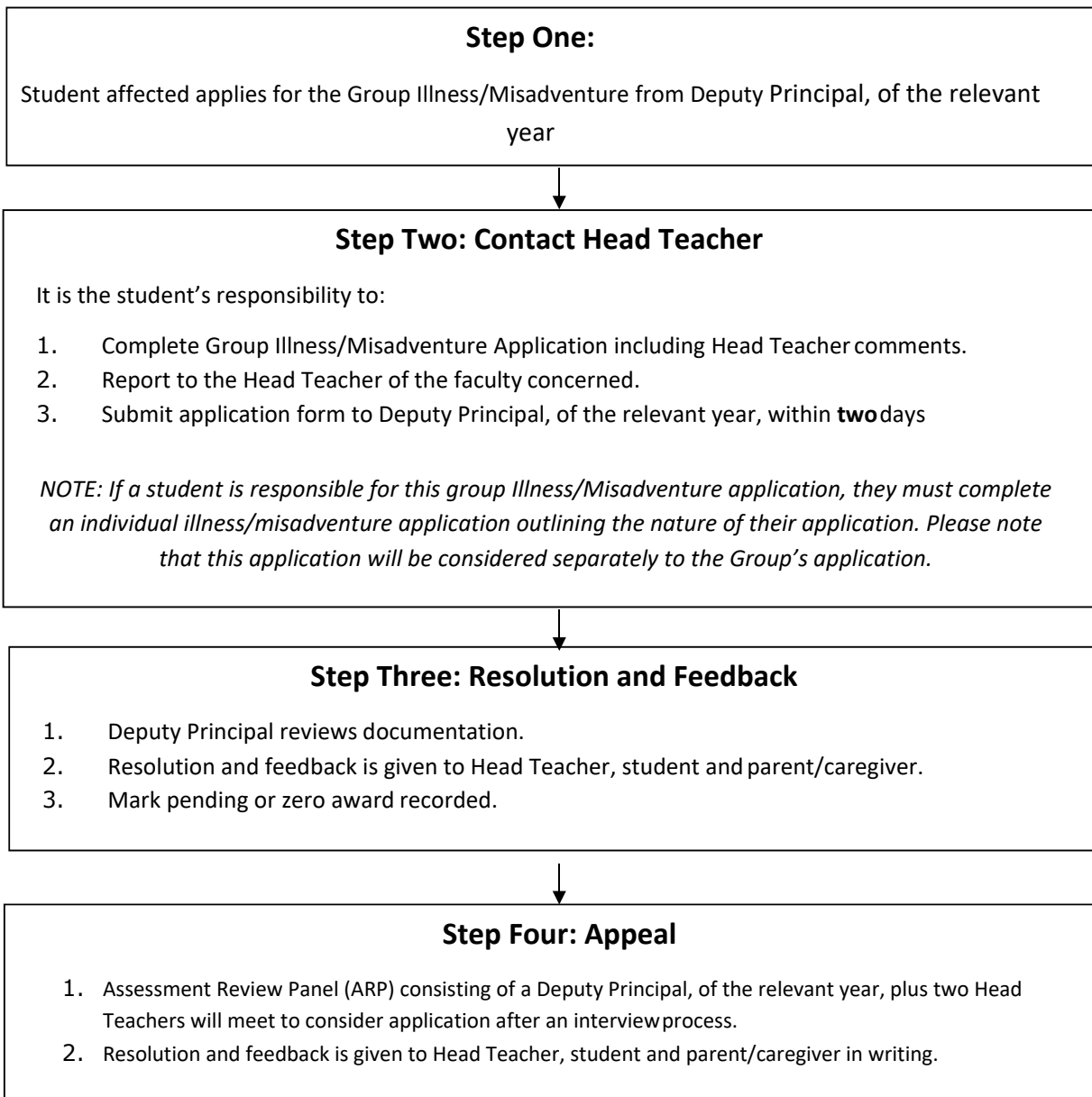
Date recommendation received by DP: _____

Outcome: _____ DP

signature: _____ Date: _____

PROCEDURES FOR YEAR 11 AND HSC COURSE GROUP PERFORMANCE ILLNESS/MISADVENTURE

Students wishing to make application for Group Illness/Misadventure must follow the procedure outlined below:



ATTACHMENT B



GROUP PERFORMANCE ILLNESS/MISADVENTURE APPLICATION

SECTION A

To be completed by Class Teacher:

List of students affected (attach list of names)

Course: _____ Year: _____ Class Teacher: _____

Name of Group Performance: _____ Weighting (%) _____ Due Date: _____

Outline reasons for this application:

Attention: If a student is responsible for this Group Illness/Misadventure application they MUST also complete an individual illness/misadventure form otherwise they may be awarded a mark of zero.

SECTION B

To be completed by the Head Teacher/Supervisor and forwarded to the Deputy Principal

Head Teacher: _____ Faculty: _____ Course: _____

Date: _____ Receipt Date of Illness/Misadventure form: _____

Task submitted/completed? Yes No

If no, date of rescheduled task: _____ Date completed: _____

Comment: (explain the circumstances that affected the students' performance and how the faculty will support the students)

Head Teacher signature: _____ Date: _____

SECTION C

To be completed by the Assessment Review

Panel ARP Members:

Resolution:

Copy to: Relevant Head Teacher Student Parent-Caregiver Student File

APPROVED LEAVE – SCHOOL BUSINESS



Teacher making the request: _____ Faculty: _____

Reason for the request:

Educational outcome:

Head Teacher Approved (circle one) YES NO Date: _____

Students Name: _____ Year: _____

First Day of Leave: _____ Date: _____

Last Day of Leave: _____ Date: _____

Approval given by Principal (circle one) YES NO Principal Sign: _____

Upon Principal’s approval the student must ensure an alternative assessment time has been negotiated with the class teacher and faculty Head Teacher and approved by the relevant Stage 6 Deputy Principal

Course	Assessment Task	Due Date	NEW Due Date	Class Teacher	Signature	Head Teacher	Signature

Once the form is completed forward copies to:

Student/Parent/Caregiver:

Faculty Head Teacher:

Student File:



ILLNESS/MISADVENTURE APPEAL

You will need to complete this form if you appeal against an illness/misadventure decision. This form must be handed in with all necessary documentation to Deputy Principal, of the relevant year, **within two days** of decision.

Name: _____ Course: _____ Teacher: _____

Head Teacher: _____ Title of the affected assessment task: _____

Outline reasons for this application and attach all relevant documentation

Student Signature: _____ Date: _____

Parent/Caregiver Name: _____ Parent/Caregiver Signature: _____

ASSESSMENT REVIEW PANEL

ARP Members: _____ Date: _____

Issues discussed:

Decision reached:

Refer to Principal:

Resolution:

ARP Members signatures: _____

Date: _____

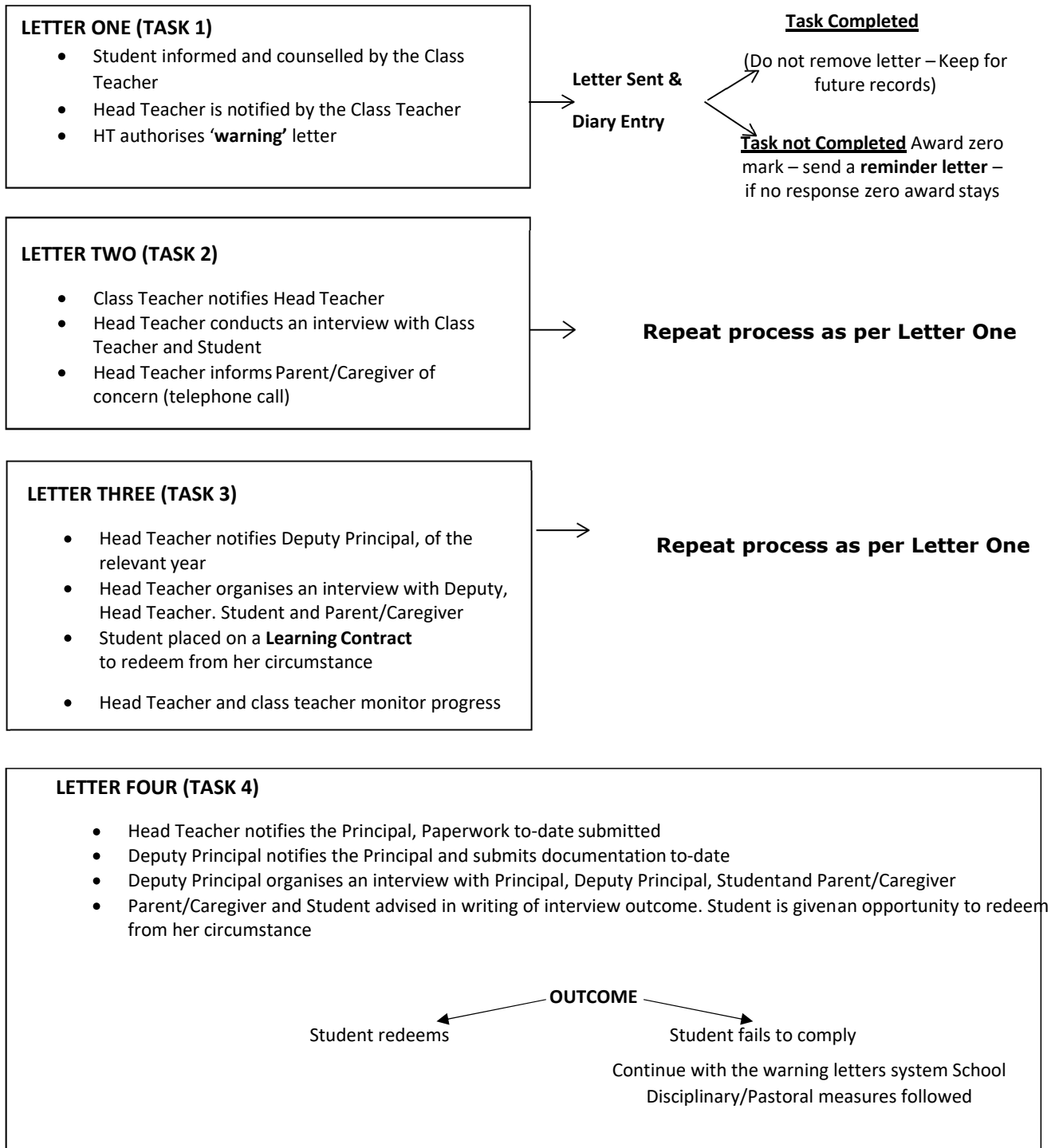
Inform of decision in writing to:

Student/Parent/Caregiver:

Relevant HT:

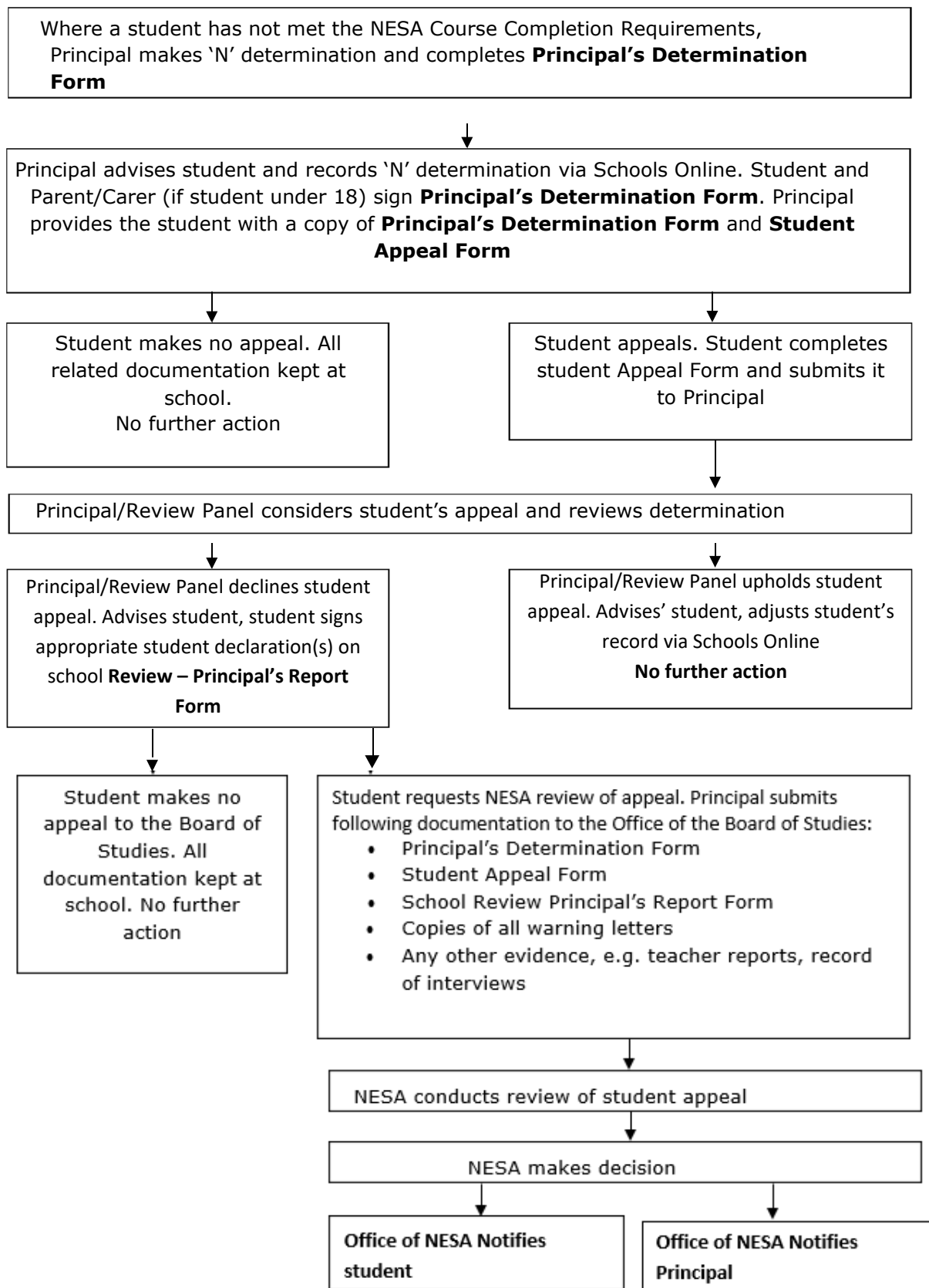
Copy Student file:

PROCESS FOR DETERMINING AN 'N' AWARD FOR YEAR 11 AND HSC COURSE



'N' DETERMINATION PROCESS BEGINS AT END OF THE COURSE

NESA PROCEDURES FOR APPEALS AGAINST 'N' DETERMINATION FOR NON-COMPLETION OF YEAR 11 AND HSC COURSE REQUIREMENTS



VOCATIONAL EDUCATION COURSES

Vocational Education courses are taught and assessed through competencies in Stage 6, this should reflect the acceleration of AGHS students, Year 11 and HSC and in the HSC years. Vocational Education courses focus on the achievement of workplace competence. Competence incorporates all aspects of work performance including communication, problem solving and the capacity to apply skills and knowledge in both familiar and new situations as well as industry specific skills.

Assessment for VET courses within industry curriculum frameworks has two distinct purposes:

- a. Assessment for ASQA (Australian Skills Quality Authority) VET qualifications – competency based assessment
- b. Assessment for the ATAR if it is a Board Developed Course.

Assessment for ASQA Certification is competency based. Tasks may be holistic to demonstrate the acquired skills, knowledge and attitudes. Students are given the opportunity to develop skills over time and are required to demonstrate competence to qualified assessors. All competencies and work placement must be completed for NESAS in the allocated time. Students withdrawing from optional VET examinations must do so at this time by completing the appropriate form.

A variety of assessment strategies are employed to assess the competence of students. Competency Standards are the benchmarks for this assessment.

Assessment evidence gathering techniques and events include practical tasks, observation, questioning, written activities and may also involve third party reports from work placement. Assessment may be conducted at the delivery site, in simulated work environments, through work placement, or through a combination of these modes.

Compulsory assessment tasks called Cluster Tasks are mandated by the RTO and must be completed as part of the assessment requirements.

THE YEAR 11 AND HSC AND HSC EXAMINATION

The examination for 240-hour VET courses only is independent of competency based assessment requirements for ASQA qualifications.

INTERNAL ASSESSMENT TASKS

In order to ensure that students at Asquith Girls High School are equipped to exercise this option, all 240 hour VET Framework students will be required to practise appropriate written skills by completing examinations in the usual examination periods.

WORK PLACEMENT

Work Placement is a mandatory requirement for each course within the VET frameworks and forms an essential part of the total course assessment. Indicative hours have been assigned and must be addressed. Work Placement will occur in Year 10, 11 and Year 12, at times to be advised. Each course requires Work Placement for 35 hours per year. Failure to complete Work Placement in the allotted time will render the student ineligible for the award of a Year 11 and HSC credential in the VET course.

OTHER COURSE REQUIREMENTS

VET courses have an underlying premise that each lesson is an opportunity for assessment. Attendance at every lesson is vital because aspects of competency will be tested.

SCHOOL BASED VET ASSESSMENT POLICY

Vocational Education Training (VET) Courses are dual accredited courses. Students have the opportunity to be awarded with:

- Units towards Year 11 and HSC qualifications
- Competencies which can lead to a Statement of Attainment, Certificate 1, 2 or 3 which is awarded under the Australian Qualifications Framework (AQF).

Students will be assessed in both areas during each VET Course.

AQF ASSESSMENT

All Industry Curriculum Framework Courses are assessed under National Competency Standards that have been determined by industry for inclusion in the framework training packages.

Competency based assessment means that students work to develop the competency skills and knowledge described in each Unit of Competency to be assessed as competent. A student must demonstrate to a qualified assessor that they can effectively carry out various tasks and combinations of tasks listed, to the standard required in the appropriate industry. There is no mark awarded in competency based assessment. Students are assessed as the “competency achieved” or “not achieved”.

Demonstrating competence means that you can perform the task or show an understanding to the level required by the industry standards.

The units of competency achieved will be recognised on a vocational qualification.

Students will be involved in a variety of assessment tasks ranging from practical tasks to written tasks. If students are deemed not competent at the time, they will be given at least one further opportunity at an agreed time to be re-assessed. There are a number of competencies that may only be offered once during the course due to their:

- H&S requirement
- Cost
- Time frame
- Supervision required
- Resource availability

Specific information about these competencies will be issued to students at the beginning of the course.

HIGHER SCHOOL CERTIFICATE (HSC)

Students will be awarded units towards their Year 11 and HSC by studying a VET Course.

Some VET Courses e.g. Curriculum Framework Courses will allow students to include a mark from the written HSC examination which can be used in the calculation of the Australian Tertiary Admission Rank (ATAR). As with all HSC courses, NESA procedures apply to all VET Courses.

VET courses will be listed on the Year 11 Certificate Record of Achievement. No mark will be listed for competency achieved.

WORK PLACEMENT

Work placement is a **mandatory HSC requirement** of curriculum framework VET courses. Appropriate hours are as follows:

- 120 hour course – a minimum of 35 hours in a workplace
- 240 hour course – a minimum of 70 hours in a workplace

Failure to comply with HSC mandatory workplace hours will mean that students have not fulfilled the NESA course requirements and will therefore not be able to be accredited with the 2 units of study. Learning in the workplace will enable students:

- progress towards the achievement of industry competencies
- develop appropriate attitude towards work
- learn a range of behaviours appropriate to the industry
- practice skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including key competencies

ASSESSMENT SCHEDULE

Information regarding mandatory assessment tasks, called 'Cluster Tasks', will be set out in an assessment schedule. These tasks will be used as evidence of competency.

APPEALS PROCEDURE

Normal school assessment appeals procedures will apply for VET courses.

RPL: RECOGNITION OF PRIOR LEARNING

Students who have had **previous work or life experiences** will need to produce **evidence** to enable their teacher to assess their skills to ensure they are at **industry standard**.

RPL will only be granted for competencies where a student is able to demonstrate achievement of all of the learning outcomes and performance criteria for that unit of competency. A student would then be exempt from undertaking the training and assessment for that unit of competency only.

WHAT IS CREDIT TRANSFER?

If you have already completed content and learning for all or part of a similar unit/s of competency that is deemed equivalent, you may be eligible for credit transfer. Credit transfer will be granted where you provide a transcript, a result notice, a certificate or a competency record, eg WorkCover white card.

EXTERNAL VET COURSES (EVET)

External VET courses are 2 unit courses that are part of the HSC. Successful completion requires attention to attendance and assessment.

ATTENDANCE

Students are expected to attend every scheduled TAFE class, or scheduled lesson with an external provider, even during examination periods. Classes last for up to 4 hours and learning is sequential. Students missing a lesson may find it difficult to follow what is being taught when they return to class. Courses are made up of modules. A module might be of four hours duration. Missing the lesson may result in the student missing the module.

Missing a TAFE or external provider course day is the same as missing a school day (or part of a day) in that a parent note and Doctor's Certificate **MUST** be supplied to the school explaining the absence. The absence will be recorded on the school roll and appear on the school reports.

When students miss a TAFE class they must:

- Tell the EVET co-ordinator at school (Careers Adviser) and supply an explanation note – if you went to a doctor bring doctor's certificate.
- Talk to the EVET teacher on return to find out how to catch up on the missed work.
- Students on a compulsory school activity must tell the school's EVET co-ordinator and he or she will write an explanation note for the EVET teacher.

Students must be ready to start on time and not expect to leave class early.

ASSESSMENT

- The EVET teacher will give students an assessment schedule on the first day.
- Similar to HSC subjects at school, assessments are a compulsory requirement for successful completion of EVET courses.
- Missing an assignment task due to illness will require a doctor's certificate, and an alternative time will be organised. Students will be notified if they are in danger of not satisfying EVET (and HSC) requirements with regard to any aspect of their course through NESA letters warning of unsatisfactory completion of a course. Students should reply via the return slip and take steps to resolve the problem.

NOTE: The student's EVET course maybe part of the units necessary to successfully complete Year 11/HSC requirements.

Remember the school's EVET co-ordinator (Careers Adviser) is the first contact for any problems associated with TAFE Delivered VET course.

BOARD ENDORSED COURSES

Students studying Board Endorsed Courses are reminded that unsatisfactory progress in these courses (as outlined in this assessment guide) may lead to an 'N' determination. This may result in a student not being eligible for a Record of Achievement for a Year 11 and HSC Course and receiving only a Certificate of Attainment.

Students not fulfilling the requirements of the course (e.g. unattempted assignments) will be warned, as will their parents, that they may be deemed unsatisfactory.

STUDENTS STUDYING OUTSIDE COURSES

A student's pattern of study may include studying courses outside of the school. These include courses studied:

- at Saturday School of Community Languages
- at TAFE Colleges and external providers
- with an Outside Tutor
- at the Open High School

Each of these alternatives have different requirements for attendance and assessment. It is the responsibility of the student to:

- notify the Principal of her intention to study outside courses.
- meet the requirements of these bodies.
- ensure they notify the relevant Deputy Principal, and Career Adviser/Course coordinator of any variation to their study of the courses.

Students studying with an outside tutor must see the relevant Deputy Principal with the necessary documentation for course endorsement and NESAs entry.

Failure to complete a course studied outside school may reduce the number of units being studied to less than the minimum acceptable. This could mean the student may not qualify for a Preliminary HSC or HSC Course.

DISCONTINUATION OF A COURSE

Students are reminded that they must have the written approval of the relevant Deputy Principal before discontinuing the study of any course, to ensure that they have sufficient units to satisfy requirements for the Year 11 Course, the HSC or an ATAR. This approval is subject to parent/caregiver request and Head Teacher consent. Students must ensure all assessment tasks for this course are completed prior to this request. This discontinuation of a preliminary HSC course must be completed by the published timeline. This is necessary to ensure a student has demonstrated successfully the minimum achievement for the course of study.

CONCERNS

It is the responsibility of a student experiencing any difficulty in assessment for a course to seek help from the Head Teacher in charge of that course.

Any clarification of this policy should be sought from the Assessment Review Panel chairperson (Mrs Turnbull).

RECORD OF SCHOOL ACHIEVEMENT (ROSA)

Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA). The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school. The RoSA records completed Stage 5 and Year 11 Stage 6 courses and grades, and participation in any uncompleted Stage 6 courses. It is of specific use to students leaving school prior to the HSC. Students who go on to complete the HSC will see all their Stage 6 (Year 11 and 12) courses and results on their HSC.

ELIGIBILITY FOR THE RECORD OF SCHOOL ACHIEVEMENT (ROSA)

To qualify for the RoSA, a student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW;
- completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA;
- complied with all requirements imposed by the Minister or NESA; and
- completed Year 10

Students must continue to attend until the final day of Year 10 at their school.

Students leaving school who do not meet the RoSA requirements will be issued with a printed Transcript of Study.

A CREDENTIAL FOR SCHOOL LEAVERS

- While formal RoSA credentials are for school leavers, all Years 10 and 11 students will be able to access their results electronically and print a transcript of their results.
- Students who leave school and satisfy eligibility requirements for the RoSA will receive the formal credential.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through [‘Students Online’](#).
- Students who receive their HSC will be able to receive a RoSA at the same time as their HSC, detailing their achievement in their earlier years of study.

LIFE SKILLS

Courses based on Life Skills outcomes and content satisfy the mandatory curriculum requirements for award of the RoSA. The Profile of Student Achievement provides details on Life Skills syllabus outcomes achieved by students.

YEAR 11 GRADES

Schools are responsible for awarding each student studying and completing a Stage 6 Year 11 course a grade (A, B, C, D or E) to represent the student's achievement (except Life Skills courses and VET). The grade awarded is reported on the student's RoSA. Teachers use the Common Grade Scale for Preliminary Courses to determine grades for all Board Developed and Board Endorsed Courses.

Grade descriptions are derived from the knowledge, skills and understandings developed in Stage 6 syllabuses and provide a general description of typical performance at each grade level from A to E.

'N' DETERMINATIONS

'N' determinations are issued to students who do not complete the requirements for a course.

- Schools issue warning letters to students who are in danger of not meeting course completion criteria, giving the student time for the problem to be corrected.
- If a student has been given an 'N' determination in a mandatory course, they will not be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) for which an 'N' determination was given. The words 'Not completed' will appear next to each 'N' determined course.
- If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.
- A principal with appropriate delegation by NESAs may determine that a student undertaking Stage 6 courses who was ineligible for the RoSA at the end of Year 10 because of failure to meet the requirements has subsequently met the requirements and is therefore eligible for the RoSA.

COMMON GRADE SCALE FOR YEAR 11 COURSES

The Common Grade Scale shown below should be used to report student achievement in the Year 11 Stage 6 year in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

A The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

B The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

C The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

D The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

E The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

DETERMINATION OF WHOLE SCHOOL AWARDS

Teachers collect evidence of student learning and achievement throughout the year. Explicit feedback on student progress is provided to parents and caregivers through reports received in Semester One and Semester Two each year.

Information collated from whole-school reports is used to determine recipients of special awards to be acknowledged at Presentation Day. These awards include:

100% Attendance	Attendance data is used to determine the number of days students attend school in a calendar year.
Sustained Effort	The personal learning profile published on each report will be used to determine which students “Consistently” demonstrate positive learning attributes in all subjects.
Outstanding Academic Achievement	Teachers use the descriptors in the Common Grade Scale (see page 31) to provide an overall grade for each student in their course. Recipients of this award receive an A grade (representing Outstanding Academic Achievement) in the majority of courses.

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities

Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Biology

Syllabus Outcomes

BIO11/12-1	<i>A student develops and evaluates questions and hypotheses for scientific investigation</i>
BIO11/12-2	<i>A student designs and evaluates investigations in order to obtain primary and secondary data and information</i>
BIO11/12-3	<i>A student conducts investigations to collect valid and reliable primary and secondary data and information</i>
BIO11/12-4	<i>A student selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</i>
BIO11/12-5	<i>A student analyses and evaluates primary and secondary data and information</i>
BIO11/12-6	<i>A student solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</i>
BIO11/12-7	<i>A student communicates scientific understanding using suitable language and terminology for a specific audience or purpose</i>
BIO11-8	<i>A student describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes</i>
BIO11-9	<i>A student 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</i>
BIO11-10	<i>A student describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species</i>
BIO11-11	<i>A student analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Module 1: Ecosystems	Module 1 & 2	All modules
Nature of task	Skills	Depth Study	Formal Written Examination
Due Date	Week 9, Term 1, 2020	Week 2, Term 3, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Skills in Working Scientifically, 60%	20%	20%	20%
Knowledge and Understanding, 40%	10%	10%	20%
Task Weight	30%	30%	40%
Outcomes assessed	BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-10	BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11

Business Studies

Syllabus Outcomes

P1	<i>Discusses the nature of business, its role in society and types of business structure</i>
P2	<i>Explains the internal and external influences on businesses</i>
P3	<i>Describes the factors contributing to the success or failure of small to medium enterprises</i>
P4	<i>Assesses the processes and interdependence of key business functions</i>
P5	<i>Examines the application of management theories and strategies</i>
P6	<i>Analyses the responsibilities of business to internal and external stakeholders</i>
P7	<i>Plans and conducts investigations into contemporary business issues</i>
P8	<i>Evaluates information for actual and hypothetical business situations</i>
P9	<i>Communicates business information and issues in appropriate formats</i>
P10	<i>Applies mathematical concepts appropriately in business situations</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Nature of Business	Business Planning	Yearly Examination
Nature of task	Business Report	Business Plan	Formal Written Examination
Due Date	Week 9, Term 1, 2020	Week 9, Term 2, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Knowledge and understanding of course content, 40%	10%	15%	15%
Stimulus based skills, 20%	5%		15%
Inquiry and research, 20%	10%	10%	
Communication of business information, ideas and issues in appropriate forms, 20%	5%	10%	5%
Task Weight	30%	35%	35%
Outcomes assessed	P2, P7, P8, P9	P4, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9, P10

Chemistry

Syllabus Outcomes

CH11/12-1	<i>A student develops and evaluates questions and hypotheses for scientific investigation</i>
CH11/12-2	<i>A student designs and evaluates investigations in order to obtain primary and secondary data and information</i>
CH11/12-3	<i>A student conducts investigations to collect valid and reliable primary and secondary data and information</i>
CH11/12-4	<i>A student selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</i>
CH11/12-5	<i>A student analyses and evaluates primary and secondary data and information</i>
CH11/12-6	<i>A student solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</i>
CH11/12-7	<i>A student communicates scientific understanding using suitable language and terminology for a specific audience or purpose</i>
CH11-8	<i>A student explores the properties and trends in the physical, structural and chemical aspects of matter</i>
CH11-9	<i>A student describes, applies and quantitatively analyses the mole concept and stoichiometric relationships</i>
CH11-10	<i>A student explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions</i>
CH11-11	<i>A student analyses the energy considerations in the driving force for chemical reactions</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Module 1	Module 2 & 3	All modules
Nature of task	Skills	Depth Study	Formal Written Examination
Due Date	Week 8, Term 1, 2020	Week 3, Term 3, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Skills in Working Scientifically, 60%	15%	25%	20%
Knowledge and Understanding, 40%	10%	10%	20%
Task Weight	25%	35%	40%
Outcomes assessed	CH11/12-1, CH11/12-2 CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-10	CH11/12-1 to CH11/12-7, CH11-8 to CH11-11

Community and Family Studies

Syllabus Outcomes

P1.1	<i>Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals</i>
P1.2	<i>Proposes effective solutions to resource problems</i>
P2.1	<i>Accounts for the roles and relationships that individuals adopt within groups</i>
P2.2	<i>Describes the role of the family and other groups in the socialisation of individuals</i>
P2.3	<i>Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement</i>
P2.4	<i>Analyses the interrelationships between internal and external factors and their impact on family functioning</i>
P3.1	<i>Explains the changing nature of families and communities in contemporary society</i>
P3.2	<i>Analyses the significance of gender in defining roles and relationships</i>
P4.1	<i>Utilises research methodology appropriate to the study of social issues</i>
P4.2	<i>Presents information in written, oral and graphic form</i>
P5.1	<i>Applies management processes to maximise the efficient use of resources</i>
P6.1	<i>Distinguishes those that enhance well being</i>
P6.2	<i>Uses critical thinking skills to enhance decision making</i>
P7.1	<i>Appreciates the differences among individuals, groups and families within communities and values their contributions to society</i>
P7.2	<i>Develops a sense of responsibility for the wellbeing of themselves and others</i>
P7.3	<i>Appreciates the value of resource management in response to change</i>
P7.4	<i>Values the place of management in coping with a variety of roles</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Resource Management	Individuals and Groups	All modules
Nature of task	Film Analysis	Leadership Task	Formal Written Examination
Due Date	Week 9, Term 1, 2020	Week 9, Term 2, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Knowledge and understanding of course content, 40%	10%	10%	20%
Skills in critical thinking research methodology, analysing and communicating, 60%	20%	20%	20%
Task Weight	30%	30%	40%
Outcomes assessed	P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1	P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2	P1 – P7

Dance

Syllabus Outcomes

P1.1	<i>Understands dance as the performance and communication of ideas through movement and in written and oral form</i>
P1.2	<i>Understands the use of dance terminology relevant to the study of dance as an artform</i>
P1.3	<i>Develops the skills of dance through performing, composing and appreciating dance</i>
P2.1	<i>Identifies the physiology of the human body as it is relevant to the dancer</i>
P2.2	<i>Identifies the body's capabilities and limitations</i>
P2.3	<i>Recognises the importance of the application of safe dance practice</i>
P2.4	<i>Demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination</i>
P2.5	<i>Performs combinations, phrases and sequences with due consideration of safe dance practices</i>
P3.1	<i>Identifies the elements of dance composition</i>
P3.2	<i>Understands the compositional process</i>
P3.3	<i>Understands the function of structure as it relates to dance composition</i>
P3.4	<i>Explores the elements of dance relating to dance composition</i>
P3.5	<i>Devises movement material in a personal style in response to creative problem solving tasks in dance composition</i>
P3.6	<i>Structures movement devised in response to specific concept/intent</i>
P4.1	<i>Understands the socio-historic context in which dance exists</i>
P4.2	<i>Develops knowledge to critically appraise and evaluate dance</i>
P4.3	<i>Demonstrates the skills of gathering, classifying and recording information about dance</i>
P4.4	<i>Develops skills in critical appraisal and evaluation</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Core Performance	Core Composition	Core Performance and Core Appreciation
Nature of task	Performance and interview	Presentation of composition and interview	Yearly Examinations Performance, interview and written exam for appreciation
Due Date	Week 8, Term 1, 2020	Week 8, Term 2, 2020	Weeks 8 & 9, Term 3, 2020
Performance, 40%	20%		20%
Composition, 30%		30%	
Appreciation, 30%	10%		20%
Task Weight	30%	30%	40%
Outcomes assessed	P1.1, P1.2,, P2.1, P2.2, P2.3, P2.4, P2.4	P3.2, P3.3, P3.4, P3.5, P3.6, P4.3	P1.1, P1.2, P1.3, P2.1, P2.2, P2.3, P2.4, P2.4, P4.1, P4.2, P4.3, P4.4, P4.5

Design and Technology

Syllabus Outcomes

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

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Design and production processes, Factors affecting design	Design and Production	Yearly Examination
Nature of task	Case Study	Design Project & Portfolio	Formal Written Examination
Due Date	Week 8, Term 1, 2020	Week 5, Term 3, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Knowledge and understanding of course content, 40%	10%	10%	20%
Knowledge and skills in designing, managing, producing and evaluating design projects, 60%	20%	30%	10%
Task Weight	30%	40%	30%
Outcomes assessed	P1.1, P2.1, P6.1	P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3

Drama

Syllabus Outcomes

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

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Elements of Production	Australian Theatre	Yearly Examination
Nature of task	Talent Fest	Performance and Logbook Submission	Performance and Written Exam
Due Date	Week 10, Term 1, 2020	Week 6, Term 2, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Making, 30%	10%	10%	10%
Performing, 30%	10%	10%	10%
Critically Studying, 40%	10%	10%	20%
Task Weight	30%	30%	40%
Outcomes assessed	P1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 3.3	P1.1, P1.4, P1.5, P1.6, P2.3, P2.4, P2.6, P3.2, P3.3, P3.4	P1.1, 1.3, 1.6, 1.7, 2.6, 3.1, 3.2, 3.3, 3.4

Economics

Syllabus Outcomes

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

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Consumer and Business	Labour Markets	Yearly Examination
Nature of task	Research Presentation	Research Task	Formal Written Examination
Due Date	Week 9, Term 1, 2020	Week 2, Term 6, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Knowledge and understanding, 40%	10%	10%	20%
Stimulus-based skills, 20%		10%	10%
Inquiry and Research, 20%	10%	10%	
Communication of economic information, ideas and issues in appropriate forms, 20%	10%		10%
Task Weight	30%	30%	40%
Outcomes assessed	P1, P2, P7, P10, P12	P8, P9, P10, P11	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12

English Advanced

Syllabus Outcomes

11-1	<i>A student responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</i>
11-2	<i>A student uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</i>
11-3	<i>A student analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning</i>
11-4	<i>A student strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts</i>
11-5	<i>A student thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments</i>
11-6	<i>A student investigates and evaluates the relationships between texts</i>
11-7	<i>A student evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued</i>
11-8	<i>A student explains and evaluates cultural assumptions and values in texts and their effects on meaning</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Reading to Write	Module A: Narratives that Shape our World	Reading to Write and Module B: Critical Study of Literature
Nature of task	Reading and Writing	Multimodal Presentation	Formal Written Examination
Due Date	Week 10, Term 1, 2020	Week 10, Term 2, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Knowledge and understanding of course content, 50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes, 50 %	15%	15%	20%
Task Weight	30%	30%	40%
Outcomes assessed	11-1, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8	11-2, 11-3, 11-5, 11-7, 11-8	11-1, 11-3, 11-4, 11-6, 11-7, 11-8

English as an Additional Language/Dialect (EAL/D)

Syllabus Outcomes

11-1A	<i>A student responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure</i>
11-1B	<i>A student communicates information, ideas and opinions in familiar personal, social and academic contexts</i>
11-2	<i>A student uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies</i>
11-3	<i>A student identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning</i>
11-4	<i>A student applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts</i>
11-5	<i>A student thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts</i>
11-6	<i>A student investigates and explains the relationships between texts</i>
11-7	<i>A student understands and assesses the diverse ways texts can represent personal and public worlds</i>
11-8	<i>A student identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning</i>
11-9	<i>A student reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Module A: Language, Texts and Contexts	Module B: Close Study of Text	Module C: Texts and Society
Nature of task	Reading and Writing	Multimodal Presentation	Formal Written Examination
Due Date	Week 8, Term 1, 2020	Week 8, Term 2, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Knowledge and understanding of course content, 50%	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes, 50%	15	20	15
Task Weight	30%	40%	30%
Outcomes assessed	11-6, 11-7, 11-8	11-1B, 11-2, 11-5, 11-8, 11-9	11-1A, 11-3, 11-4

English Standard

Syllabus Outcomes

11-1	<i>A student responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure</i>
11-2	<i>A student uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</i>
11-3	<i>A student analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning</i>
11-4	<i>A student applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</i>
11-5	<i>A student thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments</i>
11-6	<i>A student investigates and explains the relationships between texts</i>
11-7	<i>A student understands and explains the diverse ways texts can represent personal and public world</i>
11-8	<i>A student identifies and explains cultural assumptions in texts and their effects on meaning</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Reading to Write	Module A- Contemporary Possibilities	Reading to Write and Module B: Close Study of Literature
Nature of task	Reading and Writing	Multimodal Presentation	Formal Written Examination
Due Date	Week 10, Term 1, 2020	Week 10, Term 2, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Knowledge and understanding of course content, 50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes, 50%	15%	15%	20%
Task Weight	30%	30%	40%
Outcomes assessed	11-1, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8	1-2, 11-3, 11-5, 11-7, 11-8	11-1, 11-3, 11-4, 11-6, 11-7, 11-8

English Studies

Syllabus Outcomes

11-1	<i>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</i>
11-2	<i>Identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts</i>
11-3	<i>Gains skills in accessing, comprehending and using information to communicate in a variety of ways</i>
11-4	<i>Composes a range of texts with increasing accuracy and clarity in different forms</i>
11-5	<i>Develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts</i>
11-6	<i>Uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes</i>
11-7	<i>Represents own ideas in critical, interpretive and imaginative texts</i>
11-8	<i>Identifies and describes relationships between texts</i>
11-9	<i>Identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Mandatory Module: Achieving through English	Module: On the Road	All Modules
Nature of task	Written Report	Multimodal Presentation	Written Portfolio
Due Date (Week, Term)	Week 10, Term 1, 2020	Week 10, Term 2, 2020	Week 9, Term 3, 2020
Knowledge and understanding of course content, 50%	15%	15%	20%
Skills in comprehending texts, communicating ideas using language accurately, appropriately and effectively, 50%	15%	15%	20%
Task Weight	30%	30%	40%
Outcomes assessed	ES11-1, ES11-4, ES11-5 ES11-6	ES11-2, ES11-3, ES11-5, ES11-6, ES11-7	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9

Exploring Early Childhood (Content Endorsed Course)

Syllabus Outcomes

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

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Pregnancy and Childbirth	Food and Nutrition	Child Growth and Development
Nature of task	Caregiver Report and Reflection	Research Task	Field Trip and Report
Due Date	Week 10, Term 1 2020	Week 4, Term 2 2020	Week 9, Term 3 2020
Knowledge and Understanding of course content, 40%	10%	10%	20%
Skills in critical thinking, analyzing, communicating and interacting, 60%	10%	20%	30%
Task Weight	20%	30%	50%
Outcomes assessed	1.3, 2.4, 2.5, 4.2, 6.1	1.5, 2.3, 4.1, 4.2, 5.1	1.2, 1.3, 1.4, 2.2, 2.4, 2.5, 4.1, 4.2, 5.1

French Beginners

Syllabus Outcomes

1.1	<i>Establishes and maintains communication in French</i>
1.2	<i>Manipulates linguistic structures to express ideas effectively in French</i>
1.3	<i>Sequences ideas and information</i>
1.4	<i>Applies knowledge of the culture of French-speaking communities to interact appropriately</i>
2.1	<i>Understands and interprets information in texts using a range of strategies</i>
2.2	<i>Conveys the gist of and identifies specific information in texts</i>
2.3	<i>Summarises the main points of a text</i>
2.4	<i>Draws conclusions from or justifies an opinion about a text</i>
2.5	<i>Identifies the purpose, context and audience of a text</i>
2.6	<i>Identifies and explains aspects of the culture of French-speaking communities in texts</i>
3.1	<i>Produces texts appropriate to audience, purpose and context</i>
3.2	<i>Structures and sequences ideas and information</i>
3.3	<i>Applies knowledge of diverse linguistic structures to convey information and express original ideas in French</i>
3.4	<i>Applies knowledge of the culture of French-speaking communities to the production of texts.</i>

2020 Year 11 Assessment Schedule

Components	Task 1	Task 2	Task 3
Topic	Responses in English to spoken texts (Listening) & written French texts (Reading)	Responses in French (Writing) + French conversation (Speaking)	Formal Written Examination
Due Date	Week 10, Term 1, 2020	Week 10, Term 2, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Listening, 30%	15		15
Reading, 30%	15		15
Speaking, 20%		15	5
Writing, 20%		15	5
Total	30%	30%	40%
Outcomes assessed	2.2, 2.3, 2.6, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

Geography

Syllabus Outcomes

P1	<i>Differentiates between spatial and ecological dimensions in the study of geography</i>
P2	<i>Describes the interaction between the four components which define the biophysical environment</i>
P3	<i>Explains how a specific environment functions in terms of biophysical factors</i>
P4	<i>Analyses changing demographic patterns and processes</i>
P5	<i>Examines the geographical nature of global challenges confronting humanity</i>
P7	<i>Formulates a plan for active geographical inquiry</i>
P8	<i>Selects, organizes and analyses relevant geographical information from a variety of sources</i>
P9	<i>Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries</i>
P10	<i>Applies mathematical ideas and techniques to analyse geographical data</i>
P11	<i>Applies geographical understanding and methods ethically and effectively to a research project</i>
P12	<i>Communicates geographical information, ideas and issues using appropriate written and/or oral cartographic and graphic forms</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Biophysical Interactions	Biophysical Interactions, Population Geography and Development	Senior Geography Project
Nature of task	Skills Portfolio	Formal Written Examination	Research Report
Due Date	Week 9, Term 1, 2020	Week 9, Term 2, 2020	Week 7, Term 3, 2020
Knowledge and understanding of course content, 40%		40%	
Geographical tools and skills, 20%	20%		
Geographical inquiry and research, including fieldwork, 20%			20%
Communication of geographical information, ideas and issues in appropriate forms, 20%			20%
Task Weight	20%	40%	40%
Outcomes assessed	P9, P10, P12	P1, P2, P3, P4, P5, P12	P7, P8, P9 P11, P12

Industrial Technology: Multimedia

Syllabus Outcomes

P1.1	<i>Describes the organisation and management of an individual business within the focus area industry</i>
P1.2	<i>Identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies</i>
P2.1	<i>Describes and uses safe working practices and correct workshop equipment maintenance techniques</i>
P2.2	<i>Works effectively in team situations</i>
P3.1	<i>Sketches, produces and interprets drawings in the production of projects</i>
P3.2	<i>Applies research and problem-solving skills</i>
P3.3	<i>Demonstrates appropriate design principles in the production of projects</i>
P4.1	<i>Demonstrates a range of practical skills in the production of projects</i>
P4.2	<i>Demonstrates competency in using relevant equipment, machinery and processes</i>
P4.3	<i>Identifies and explains the properties and characteristics of materials/components through the production of projects</i>
P5.1	<i>Uses communication and information processing skills</i>
P5.2	<i>Uses appropriate documentation techniques related to the management of projects</i>
P6.1	<i>Identifies the characteristics of quality manufactured products</i>
P6.2	<i>Identifies and explains the principles of quality and quality control</i>
P7.1	<i>Identifies the impact of one related industry on the social and physical environment</i>
P7.2	<i>Identifies the impact of existing, new and emerging technologies of one related industry on society and the environment</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Industry Study	Major Project & Portfolio	Yearly Examination
Nature of task	Group Presentation	Multimedia Product & Portfolio	Formal Written Examination
Due Date (Week, Term)	Week 6, Term 1, 2020	Week 5, Term 3, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Knowledge and understanding of course content, 40%	10%	10%	20%
Knowledge and skills in the management, communication and production of projects, 60%	20%	30%	10%
Task Weight	30%	40%	30%
Outcomes assessed	P1.1, P2.2, P5.1, P6.1, P6.2, P7.1	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2,	P1.1, P1.2, P4.3, P6.1, P6.2, P7.2,

Legal Studies

Syllabus Outcomes

P1	<i>Identifies and applies legal concepts and terminology</i>
P2	<i>Describes the key features of Australian and international law</i>
P3	<i>Describes the operation of domestic and international legal systems</i>
P4	<i>Discusses the effectiveness of the legal system in addressing issues</i>
P5	<i>Describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change</i>
P6	<i>Explains the nature of the interrelationship between the legal system and society</i>
P7	<i>Evaluates the effectiveness of the law in achieving justice</i>
P8	<i>Locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents</i>
P9	<i>Communicates legal information using well-structured responses</i>
P10	<i>Accounts for differing perspectives and interpretations of legal information and issues</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	The Legal System	Law in Practice	Yearly Examination
Nature of task	Research and Presentation	Research Task	Formal Written Examination
Due Date (Week, Term)	Week 2, Term 2, 2020	Week 2, Term 3, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Knowledge and understanding of course content, 40%	10%	10%	20%
Research, 20%	10%	10%	
Communication, 20%	5%	5%	10%
Analysis and Evaluation, 20%		10%	10%
Task Weight	25%	35%	40%
Outcomes assessed	P1, P2, P5, P6, P8	P3, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10

Mathematics Advanced

Syllabus Outcomes

MA11-1	<i>Uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems</i>
MA11-2	<i>Uses the concepts of functions and relations to model, analyse and solve practical problems</i>
MA11-3	<i>Uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes</i>
MA11-4	<i>Uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities</i>
MA11-5	<i>Interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems</i>
MA11-6	<i>Manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems</i>
MA11-7	<i>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</i>
MA11-8	<i>Uses appropriate technology to investigate, organise, model and interpret information in a range of contexts</i>
MA11-9	<i>Provides reasoning to support conclusions which are appropriate to the context</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	F1.1 Algebraic Techniques F1.2 Introduction to functions F1.3 Linear, quadratic & cubic functions	F1.4 Further functions & relations T1.1 Trigonometry T2 Trigonometric functions and Identities C1.1 Gradients of tangents	Yearly Examination
Nature of task	In class test	Investigative style Task on one or more of the above	Formal Written Examination
Due Date	Week 8, Term1 2020	Week 7, Term2 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Understanding, Fluency and Communication, 50%	18%	12%	20%
Problem-Solving, Reasoning and Justification, 50%	12%	18%	20%
Task Weight	30%	30%	40%
Outcomes assessed	MA11-1,MA11-2, MA11-8,MA11-9	MA11-1,MA11-3, MA11-4,MA11-8 MA11-9	All course outcomes except MA11-8

Mathematics Extension 1

Syllabus Outcomes

ME11-1	<i>Uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses</i>
ME11-2	<i>Manipulates algebraic expressions and graphical functions to solve problems</i>
ME11-3	<i>Applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems</i>
ME11-4	<i>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</i>
ME11-5	<i>Uses concepts of permutations and combinations to solve problems involving counting or ordering</i>
ME11-6	<i>Uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts</i>
ME11-7	<i>Communicates making comprehensive use of mathematical language, notation, diagrams and graphs</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	F1.2 Inequalities F1.3 Inverse functions F1.4 Parametric form F2.1 Remainder & factor theorems	F2.2 Sums & products of roots T2 Further trigonometric identities & Inverse trigonometric functions	Yearly Examination
Nature of task	In class test	Investigative style Task on one or more of the above	Formal Written Examination
Due Date	Week 9, Term 1 2020	Week 8, Term 2 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Understanding, Fluency and Communication, 50%	18%	12%	20%
Problem-Solving, Reasoning and Justification, 50%	12%	18%	20%
Task Weight	30%	30%	40%
Outcomes assessed	ME11-1,ME11-2, ME11-6,ME11-7	ME11-1,ME11-2,ME11-3, ME11-6,ME11-7,	All course outcomes except ME11-6

Mathematics Standard

Syllabus Outcomes

MS11-1	<i>Uses algebraic and graphical techniques to compare alternative solutions to contextual problems</i>
MS11-2	<i>Represents information in symbolic, graphical and tabular form</i>
MS11-3	<i>Solves problems involving quantity measurement, including accuracy and the choice of relevant units</i>
MS11-4	<i>Performs calculations in relation to two-dimensional and three-dimensional figures</i>
MS11-5	<i>Models relevant financial situations using appropriate tools</i>
MS11-6	<i>Makes predictions about everyday situations based on simple mathematical models</i>
MS11-7	<i>Develops and carries out simple statistical processes to answer questions posed</i>
MS11-8	<i>Solves probability problems involving multistage events</i>
MS11-9	<i>Uses appropriate technology to investigate, organise and interpret information in a range of contexts</i>
MS11-10	<i>Justifies a response to a given problem using appropriate mathematical terminology and/or calculations</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	S1.1 Classifying and Representing Data S1.2 Exploring and Describing Data arising from a single continuous variable	F1.2 Earning and Managing Money M1.2 Perimeter, Area and Volume A1 Formulae and Equations	Yearly Examination
Nature of task	In class test	Investigative style Task on one or both of the above	Formal Written Examination
Due Date	Week 8, Term 1 2020	Week 7, Term 2 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Understanding, Fluency and Communication, 50%	18%	12%	20%
Problem-Solving, Reasoning and Justification, 50%	12%	18%	20%
Task Weight	30%	30%	40%
Outcomes assessed	MS11-2, MS11-7, MS11-9, MS11-10	MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	All course outcomes except MS12-9

Modern History

Syllabus Outcomes

MH11-1	<i>Describes the nature of continuity and change in the modern world</i>
MH11-2	<i>Proposes ideas about the varying causes and effects of events and developments</i>
MH11-3	<i>Analyses the role of historical features, individuals, groups and ideas in shaping the past</i>
MH11-4	<i>Accounts for the different perspectives of individuals and groups</i>
MH11-5	<i>Examines the significance of historical features, people, ideas, movements, events and developments of the modern world</i>
MH11-6	<i>Analyses and interprets different types of sources for evidence to support an historical account or argument</i>
MH11-7	<i>Discusses and evaluates differing interpretations and representations of the past</i>
MH11-8	<i>Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</i>
MH11-9	<i>Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</i>
MH11-10	<i>Discusses contemporary methods and issues involved in the investigation of modern history</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	The Age of Imperialism	The Boxer Rebellion The Cuban Revolution	Yearly Examination
Nature of task	Research Task	Historical Investigation Project	Formal Written Examination
Due Date	Week 7, Term 1, 2020	Week 8, Term 2, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Knowledge and understanding of course content, 40 %	5%	10%	25%
Historical skills in the analysis and evaluation of sources and interpretations, 20%	5%	10%	5%
Historical inquiry and research, 20%	10%	10%	
Communication of historical understanding in appropriate forms, 20%	5%	5%	10%
Task Weight	25%	35%	40%
Outcomes assessed	MH11-2, MH11-3, MH11-4, MH11-5, , MH11-9	MH11-1, MH11-6, MH11-7, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH 11-9, MH11-10

Music 1

Syllabus Outcomes

P1	<i>Performs music that is characteristic of the topics studied</i>
P2	<i>Observes, reads, interprets, and discusses simple musical scores that are characteristic of the topics studied</i>
P3	<i>Improvises and composes melodies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied</i>
P4	<i>Recognises and identifies the concepts of music and discuss their use in a variety of musical styles</i>
P5	<i>Comments on and constructively discusses performances and compositions</i>
P6	<i>Observes and discusses concepts of music in works representative of the topics studied</i>
P7	<i>Understands the capabilities of performing media, and uses current technologies as appropriate to the topics studied</i>
P8	<i>Identifies, recognises, experiments with, and discusses the use and effects of technology in music</i>
P9	<i>Performs as a means of self-expression and communication</i>
P10	<i>Demonstrates willingness to participate in performance, composition, musicology and aural activities</i>
P11	<i>Demonstrates a willingness to accept and use constructive criticism</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Baroque Music	Large Ensembles	Australian Music (Including Art Music)
Nature of task	Performance and Musicology Task	Viva Voce' and Written Aural Task	Composition, Portfolio and Performance
Due Date	Week 11, Term 1, 2020	Week 8, Term 2, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Performance 25%	10%		15%
Musicology 15%	15%		
Aural 25%		25%	
Viva Voce' 10%		10%	
Composition 25%			25%
Task Weight	25%	35%	40%
Outcomes assessed	P1, P2, P6	P2, P4, P6	P1, P3, P5, P7, P8

Music 2

Syllabus Outcomes

P1	<i>Confidently performs repertoire that reflects the mandatory and additional topics both as a soloist and as a member of an ensemble</i>
P2	<i>Demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols reflecting those characteristically used in the mandatory and additional topics</i>
P3	<i>Composes, improvises and analyses melodies and accompaniments for familiar sources in solo and/ or small ensembles</i>
P4	<i>Creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts</i>
P5	<i>Analyses, discusses compositional processes with stylistic, historical, cultural, social and musical considerations</i>
P6	<i>Discusses and evaluates music making constructive suggestions about performances and compositions</i>
P7	<i>Observes and discusses in detail the concept of music in works representative of the mandatory and additional topics</i>
P8	<i>Understands the capabilities of performing media, explores and uses current technologies as appropriate to the contexts studied</i>
P9	<i>Identifies, recognises, experiments with, and discusses the use of technology in music.</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Baroque Music	Classical and Romantic Music	Australian Art Music
Nature of task	Performance and Musicology/Aural Task	Composition and Portfolio	Musicology/Aural Task and Performance
Due Date (Week, Term)	Week 10, Term 1, 2020	Week 10, Term 2, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Performance 25%	10%		15%
Musicology/Aural 50%	25%		25%
Composition and Portfolio 25%		25%	
Task Weight	35%	25%	40%
Outcomes assessed	P1, P2, P7	P3, P4, P5, P6, P8, P9	P1, P2, P7

Personal Development, Health and Physical Education

Syllabus Outcomes

P1	<i>Identifies and examines why individuals give different meanings to health</i>
P2	<i>Explains how a range of health behaviours affect an individual's health</i>
P3	<i>Describes how an individual's health is determined by a range of factors</i>
P4	<i>Evaluates aspects of health over which individuals can exert some control</i>
P5	<i>Describes factors that contribute to effective health promotion</i>
P6	<i>Proposes actions that can improve and maintain an individual's health</i>
P7	<i>Explains how body systems influence the way the body moves</i>
P8	<i>Describes the components of physical fitness and explains how they are monitored</i>
P9	<i>Describes biomechanical factors that influence the efficiency of the body in motion</i>
P10	<i>Plans for participation in physical activity to satisfy a range of individual needs</i>
P11	<i>Assesses and monitors physical fitness levels and physical activity patterns</i>
P12	<i>Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings</i>
P13	<i>Develops, refines and performs movement compositions in order to achieve a specific purpose</i>
P14	<i>Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities</i>
P15	<i>Forms opinions about health-promoting actions based on a critical examination of relevant information</i>
P16	<i>Uses a range of sources to draw conclusions about health and physical activity concept</i>
P17	<i>Analyses factors influencing movement and patterns of participation</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	The Body in Motion	Better Health for Individuals	All Modules
Nature of task	Stimulus Writing Task	Research Task	Formal Written Examination
Due Date (Week, Term)	Week 9, Term 1 2020	Week 7, Term 2 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Knowledge and Understanding of course content, 40%	10%	10%	20%
Skills in critical thinking, research, analysis and communicating, 60%	20%	20%	20%
Task Weight	30%	30%	40%
Outcomes assessed	P7, P8, P9, P10, P11, P16, P17	P1, P2, P3, P4, P5, P6, P15, P16	P1 – P17

Photography, Video and Digital Imaging (Content Endorsed Course)

Syllabus Outcomes

M1	<i>Generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice</i>
M2	<i>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</i>
M3	<i>Investigates different points of view in the making of photographs and/or videos and/or digital images</i>
M4	<i>Generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images</i>
M5	<i>Develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images</i>
M6	<i>Takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works</i>
CH1	<i>Generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging</i>
CH2	<i>Investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations</i>
CH3	<i>Distinguishes between different points of view and offers interpretive accounts in critical and historical studies</i>
CH4	<i>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</i>
CH5	<i>Recognises how photography and/or video and/or digital imaging are used in various fields of cultural production</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	The Arranged Image - Creative Publication Design	Manipulated Forms - Zines	Developing a Point of View - Patterns of Thought
Nature of task	Practical Making Task Written Task	Practical Making Task Written Task	Practical Making Task Formal Written Examination
Due Date (Week, Term)	Week 10, Term 1, 2020	Week 10, Term 2, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Making 70%	20%	25%	25%
Critical and Historical Studies 30%	5%	10%	15%
Task Weight	25%	35%	40%
Outcomes assessed	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5

Physics

Syllabus Outcomes

PH11/12-1	<i>A student develops and evaluates questions and hypotheses for scientific investigation</i>
PH11/12-2	<i>A student designs and evaluates investigations in order to obtain primary and secondary data and information</i>
PH11/12-3	<i>A student conducts investigations to collect valid and reliable primary and secondary data and information</i>
PH11/12-4	<i>A student selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media</i>
PH11/12-5	<i>A student analyses and evaluates primary and secondary data and information</i>
PH11/12-6	<i>A student solves scientific problems using primary and secondary data, critical thinking skills and scientific processes</i>
PH11/12-7	<i>A student communicates scientific understanding using suitable language and terminology for a specific audience or purpose</i>
PH11-8	<i>A student 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</i>
PH11-9	<i>A student 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</i>
PH11-10	<i>A student explains and analyses waves and the transfer of energy by sound and light</i>
PH11-11	<i>A student explains and quantitatively analyses electric fields, circuitry and thermodynamic principles</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Module 1 & 2	Module 3	All modules
Nature of task	Portfolio and Skills	Depth Study	Formal Written Examination
Due Date	Week 1, Term 2, 2020	Week 9, Term 2, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Skills in Working Scientifically, 60%	20%	20%	20%
Knowledge and Understanding, 40%	15%	10%	15%
Task Weight	35%	30%	35%
Outcomes assessed	PH11/12-4, P11, 12-5, PH11/12-6 PH11-8, PH11-9	PH11/12-1, PH11/12-2, PH11/12-3 PH11/12-7, PH11-10	PH11/12-1, PH11/12-5, PH11/12-6 PH11-8, PH11-9 PH11-10, PH11-11

Society and Culture

Syllabus Outcomes

P1	<i>Identifies and applies social and cultural concepts</i>
P2	<i>Describes personal, social and cultural identity</i>
P3	<i>Identifies and describes relationships and interactions within and between social and cultural groups</i>
P4	<i>Identifies the features of social and cultural literacy and how it develops</i>
P5	<i>Explains continuity and change and their implications for societies and cultures</i>
P6	<i>Differentiates between social and cultural research methods</i>
P7	<i>Selects, organises and considers information from a variety of sources for usefulness, validity and bias</i>
P8	<i>Plans and conducts ethical social and cultural research</i>
P9	<i>Uses appropriate course language and concepts suitable for different audiences and contexts</i>
P10	<i>Communicates information, ideas and issues using appropriate written, oral and graphic forms</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Social and Cultural World	Personal and Social Identity	Yearly Examination
Nature of task	Research Task	Oral Presentation	Formal Written Examination
Due Date	Week 1, Term 2, 2020	Week 1, Term 3, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Knowledge and Understanding of Course Content, 50%	20%	10%	20%
Application and evaluation of social and cultural research methodologies, 30%	10%	15%	5%
Communication of information, ideas and issues in appropriate forms, 20%	5%	5%	10%
Task Weight	35%	30%	35%
Outcomes assessed	P1, P3, P6, P7, P8, P10	P1, P2, P7, P9, P10	P1, P2, P3, P4, P5, P9, P10

Sport, Lifestyle and Recreation (Content Endorsed Course)

Syllabus Outcomes

1.1	<i>Applies the rules and conventions that relate to participation in a range of physical activities</i>
1.2	<i>Explains the relationship between physical activity, fitness and healthy lifestyle</i>
1.3	<i>Demonstrates ways to enhance safety in physical activity</i>
1.4	<i>Investigates and interprets the patterns of participation in sport and physical activity in Australia</i>
1.5	<i>Critically analyses the factors affecting lifestyle balance and their impact on health status</i>
1.6	<i>Describes administrative procedures that support successful performance outcomes</i>
2.1	<i>Explains the principles of skill development and training</i>
2.2	<i>Analyses the fitness requirements of specific activities</i>
2.3	<i>Selects and participates in physical activities that meet individual needs, interests and abilities</i>
2.4	<i>Describes how societal influences impact on the nature of sport in Australia</i>
3.1	<i>Selects appropriate strategies and tactics for success in a range of movement contexts</i>
3.2	<i>Designs programs that respond to performance needs</i>
4.1	<i>Plans strategies to achieve performance goal</i>
4.2	<i>Demonstrates leadership skills and a capacity to work cooperatively in movement context</i>
4.4	<i>Demonstrates competence and confidence in movement contexts</i>
4.5	<i>Recognises the skills and abilities required to adopt roles that support health, safety and physical activity</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Sports Administration	Games & Sports App 1	Individual Games & Sports App
Nature of task	Practical/Theory	Practical/Theory	Practical/Theory
Due Date	Week 2, Term 2, 2020	Week 2, Term 3, 2020	Week 7, Term 3, 2020
A lifelong commitment to an active, healthy lifestyle and the achievement of movement potential, 50%	20%	15%	15%
Knowledge and understanding of the factors that influence health and participation in physical activity, 15%	15%		
Knowledge and understanding of the principles and processes impacting on the realisation of movement potential, 15%		15%	
A capacity to influence the participation and performance of self and others, 20%			20%
Task Weight	35%	30%	35%
Outcomes assessed	1.1, 1.3, 2.1, 2.2, 3.1, 3.4, 4.4	1.1, 1.3, 1.4, 2.3, 3.2, 4.1, 4.2, 4.4	1.4, 2.4, 3.2, 4.5

Studies of Religion 2

Syllabus Outcomes

P1	<i>Describes the characteristics of religion and belief systems</i>
P2	<i>Identifies the influence of religion and belief systems on individuals and society</i>
P3	<i>Investigates religious traditions and belief systems</i>
P4	<i>Examines significant aspects of religious traditions</i>
P5	<i>Describes the influence of religious traditions in the life of adherents</i>
P6	<i>Selects and uses relevant information about religion from a variety of sources</i>
P7	<i>Undertakes effective research about religion, making appropriate use of time and resources</i>
P8	<i>Uses appropriate terminology related to religion and belief systems</i>
P9	<i>Effectively communicates information, ideas and issues using appropriate written, oral and graphic forms</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Religious Tradition Depth Study 1 - Christianity	Religions of Ancient Origin	Preliminary Exam
Nature of task	Video Report	Website	Formal Written Examination
Due Date	Week 9, Term 1, 2020	Week 8, Term 2, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Knowledge and understanding of course content, 40%	10%	10%	20%
Source-based skills, 20%	5%	5%	10%
Investigation and research, 20%	10%	10%	
Communication of information, ideas and issues in appropriate forms, 20%	5%	5%	10%
Task Weight	30%	30%	40%
Outcomes assessed	P1, P2, P3, P4, P6, P7, P8	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9

Visual Arts

Syllabus Outcomes

P1	<i>Practice: explores the conventions of practice in artmaking</i>
P2	<i>Conceptual Framework: explores the roles and relationships between the concepts of artist, artwork, world and audience</i>
P3	<i>Frames: identifies the frames as the basis of understanding expressive representation through the making of art</i>
P4	<i>Representation: investigates subject matter and forms as representations in artmaking</i>
P5	<i>Conceptual strength and meaning: investigates ways of developing coherence and layers of meaning in the making of art</i>
P6	<i>Resolution: explores a range of material techniques in ways that support artistic intentions</i>
P7	<i>Practice: explores the conventions of practice in art criticism and art history</i>
P8	<i>Conceptual Framework: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art</i>
P9	<i>Frames: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art</i>
P10	<i>Representation: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed</i>

2020 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Topic	Media Release	Inhabitation	Yearly Examination
Nature of task	Practical Artmaking Task Written Task	Practical Artmaking Task Written Task	Formal Written Examination
Due Date	Week 10, Term 1, 2020	Week 10, Term 2, 2020	Weeks 8 - 9, Term 3, 2020 during the Examination Period
Artmaking ,50%	20%	30%	
Art Criticism and Art History, 50%	10%	10%	30%
Task Weight	30%	40%	30%
Outcomes assessed	P1, P2, P3, P4, P5, P6 P7, P8, P9, P10	P1, P2, P3, P4, P5, P6 P7, P8, P9, P10	P7, P8, P9, P10

Certificate II Kitchen Operations (Accelerated)

Code	Unit of Competency	Cluster D Food Glorious Food		Cluster E Working in the Industry		Cluster F Cooking in the Commercial Kitchen		Work placement Week: Term: N/A	Trial HSC Exam Week: 4 & 5 Term: 3
		Week: 10 Term: 4	Week: 9 Term: 1	Week: 10 Term: 2	Week: 10 Term: 2				
	Assessment Tasks for Certificate II Kitchen Operations SIT20416								
	Unit of Competency								
SITHCCC003	Prepare and present sandwiches	X							HSC Examinable Units of Competency
SITHCCC006	Prepare appetisers and salads	X							
BSBWOR203	Work effectively with others			X					
SITHIND002	Source and use information on the hospitality industry			X					
BSBSUS201	Participate in environmentally sustainable work practices			X					
SITHCCC005	Prepare dishes using basic methods of cookery					X			
SITHCCC011	Use cookery skills effectively					X			

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416 or a Certificate II in Kitchen Operations SIT20416.

Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

Certificate II Kitchen Operations

School Name: Asquith Girls High School
Course: Preliminary Hospitality – Kitchen Operations and Cookery
Student Competency Assessment Schedule
2020

Code	Unit of Competency	Assessment Tasks for Certificate II in Kitchen Operations SIT20416			Yearly Examination
		Cluster A Getting ready for work Week: 8 Term: 1	Cluster B Intro to the Commercial Kitchen Week: 8 Term: 2	Cluster C Keeping Food Safe Week: 8 Term: 3	
SITXFA001	Use hygienic practices for food safety	X			HSC Examinable Units of Competency Week: 8 Term: 4
SITXWHS001	Participate in safe work practices	X			
SITHKOP001	Clean kitchen premises and equipment		X		
SITHCCC001	Use food preparation equipment		X		
SITXINV002	Maintain the quality of perishable items			X	
SITXFA002	Participate in safe food handling practices			X	
SITHCCC002	Prepare and present simple dishes			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Kitchen Operations SIT20416 or a Statement of Attainment towards Certificate II in Kitchen Operations SIT20416.

Schools may schedule examinations in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as 'not yet competent' or 'competent'. In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

Certificate II Retail Services

School Name: Asquith Girls High School

COURSE: Preliminary Retail Services

Student Competency Assessment Schedule
2020

Code	Unit of Competency	Cluster A		Cluster B		Cluster C		Yearly Exam
		Safety	Customer Service: You in Retail	Are You Being Served?	Week: 6 Term: 1	Week: 6 Term: 2	Week: 6 Term: 3	
Assessment Tasks for Certificate III in Retail SIR30216								
SIRXWHS002	Contribute to workplace health and safety	X						HSC Examinable Units of Competency
SIRXCEG001	Engage the customer		X					
SIRXCOM002	Work effectively in a team		X					
SIRXCEG002	Assist with customer difficulties					X		
SIRXCEG003	Build customer relationships and loyalty					X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate III in Retail SIR30216 or a Statement of Attainment towards a Certificate III in Retail SIR30216.

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.