

# **St Patrick's College Sutherland**



## **Year 11 Assessment Handbook 2018**

**Issued February 2018**

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## **PART A: THE NATURE AND PURPOSES OF ASSESSMENT IN THE PRELIMINARY YEARS**

To qualify for the Higher School Certificate, students must satisfactorily complete a Preliminary 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 6 units of Board Developed Courses
- at least 2 units of a Board Developed Course in English
- at least three courses of 2-unit value or greater (either Board Developed or Board Endorsed Courses)
- at least four subjects.

### **ASSESSMENT AND ITS PURPOSES**

Assessment is the process of identifying, gathering and interpreting information about students' learning in order to provide evidence of satisfactory completion of a course. Assessment also helps teachers and students to evaluate the effectiveness of the teaching-learning process and to evaluate the appropriateness and quality of the teaching program.

The key purpose of assessment in the Preliminary is to provide information regarding student achievement and progress in each course in relation to the syllabus standards and to report on the standard of performance attained at the end of the course.

### **STANDARDS-REFERENCED APPROACH TO ASSESSMENT AND REPORTING**

Assessment in the Preliminary Year is by way of a standards-referenced approach. This means that the achievements of a student are assessed and reported against specified standards that are established for each course.

#### **1. Standards**

Standards in the Preliminary Year are based upon the Common Grade Scale of A - E. The Common Grade Scale is used to report student achievement in the Preliminary Year in all NSW schools. The Common Grade Scale can be found on the following page.

## From NESA

### Common Grade Scale for Preliminary Courses

#### **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.

## **2. Key Features of a Standards-Referenced Approach**

- Student achievement is assessed and reported with reference to specified standards of performance.
- Marks awarded to students reflect the standards they have achieved.
- Comparisons can be made between students on their achievement of the standards.
- Final examination marks are determined by the proportions of students who achieve each performance standard. There is no predetermined pattern of marks. This means over time, while standards remain constant, the proportions of students achieving each standard may change from year to year.
- There are no limits on the number of students who can reach the top standard.
- All students who meet the minimum standard receive a mark of 50. Students who perform above the minimum standard can expect to achieve higher marks.
- Reporting includes information on the knowledge, skills and understanding demonstrated by students. This information will be reported in each performance band.

## FORMAL ASSESSMENT AND CERTIFICATION

Formal assessment and certification of students' achievements in the Preliminary Year include the determination of satisfactory achievement and completion of the Preliminary course (Year 11) set out in the Record of School Achievement (**RoSA**) available to leaving students at the time of leaving school, or at the completion of the HSC Year. Students intending to leave school prior to the completion of the HSC Year must make an appointment with the College Director of Studies, to ensure their RoSA is released and to inform the College of their intentions regarding the non-mandatory numeracy and literacy tests.

***Does anything in Preliminary Year count toward the final HSC Mark?***

***Answer: Yes! In Mathematics only.***

**Please note the following:**

- 1. Mathematics Standard** - up to 30% of the Preliminary Year Course can be used for the purpose of determining the HSC School Assessment Mark. Also, up to 30% of the HSC Examination will be based on the Preliminary Year Course.
- 2. Mathematics** - up to 20% of the Preliminary Year Course can be used for the purpose of determining the HSC School Assessment Mark. No more than the equivalent of two questions (out of a total of 10 questions) in the HSC Examination will be based on the Preliminary Year Course.
- 3. Mathematics Extension 1** - the entire Preliminary Year Course can be used for the purpose of determining the HSC School Assessment Mark. No more than the equivalent of two questions (out of a total of 7 questions) in the HSC Examination will be based on the Preliminary Year Course.

## **PART B: SCHOOL ASSESSMENT PROCEDURES AT ST PATRICK'S COLLEGE, SUTHERLAND**

### **THE SCHEDULE OF TASKS AND ASSESSMENT CALENDARS**

- The Schedule of Tasks for each course contains basic information about the number, timing, nature and percentage weighting for each formal Assessment Task. It also indicates syllabus outcomes and components to be assessed.
- The Schedule of Tasks for each course is set out in **PART C** of this Handbook.
- The supplement supplied with this handbook is the Year 11 2018 Assessment Calendar. This document contains a detailed calendar of all 'due' and 'set' dates for all formal Assessment Tasks during the Preliminary year. 'Due' means that the Task was issued two weeks before the due date and was to be completed by the date indicated. 'Set' means that the task will be sat and completed at school on the day. This Calendar is also placed on the [College website](#).

### **PRIOR WARNING OF TASKS**

- The student's class teacher will provide specific detail, in writing, about each Assessment Task. Students can expect two calendar weeks notice of an Assessment Task. However, should the original due or set date need to be altered, five **school days** would be the minimum required notice. (Shorter notice must be the result of negotiation between the relevant Studies Co-ordinator and the students.)
- Other than on-going or in-class assessment tasks of a practical nature, no assessment tasks will be set for submission during the week prior to an assessment block, so as to provide all students with adequate preparation time.
- Students will be consulted and notified in writing of any necessary variation in Assessment Task dates.

### **COMPLETION OF ASSESSMENT TASKS**

- **Minimum Requirements**

Students are expected to attempt **all** Assessment Tasks set and **apply themselves with diligence and sustained effort** to the set tasks and experiences provided in the course by the College.

Students who do not comply with these requirements in any course will have neither an Assessment Mark, nor an Examination Mark, awarded in that course, which may in-turn, jeopardise the eligibility for the award of the HSC.

- **'N' Determination (Non-Completion)**

If it appears that a student is at risk of not meeting the minimum School Assessment requirements in any course, a warning must be given.

The Principal will advise the student in writing in time for the problem to be corrected and alert the student to the possible consequences of an 'N' Determination in the particular

course, or courses. The student's parent, or guardian, will also be advised and a written acknowledgement of receipt of the warning is required. If the problem is not corrected, the Principal is required to issue only one further follow-up warning letter.

If an 'N' Determination has to be given, this will disqualify the student from the course and may in turn disqualify him or her from receiving a Higher School Certificate.

## **DISTRIBUTION AND RETURN OF COMPLETED ASSESSMENT TASKS**

- Students will be provided with a digital copy (pdf) of each assessment task notification at least two weeks prior to the scheduled date of the task. This digital copy will be forwarded by email to all students within the course and no acknowledgement of receipt is required. **Students are required to check their College email on a daily basis.** Teachers will speak to their classes re the task during the scheduled lesson (on the day of distribution) to discuss the task further and clarify all aspects of the task.
- Unless otherwise directed, students will be required to return completed Assessment Tasks to the class teacher during normal class time on the set date, or due date and must sign an official subject register as proof of submission. Due tasks are always due at the commencement of the lesson unless stated otherwise on the notification. **Tasks that are submitted after the commencement of the lesson will most likely result with a Zero Notification being awarded.**
- Tasks will be returned to students two weeks from the date of submission.

## **Use of Assessment Task Box (ATB)**

- Students are not permitted to hand tasks to teachers other than the particular class teacher who set the task, nor are they allowed to ask another teacher to place a completed task in the relevant teacher's pigeonhole. Students must hand-up Assessment Tasks personally to their teacher or, if directed, use the Assessment Task Box (ATB).
- In the event of a due date **not** being a day when the student has a class in that subject, the teacher will provide instructions about the submission of such tasks. This may involve use of the ATB. If the completed Assessment Task is to be placed in the Assessment Task Box, students will have until 3.10p.m. on the due date to leave their completed task in the ATB.
- The ATB is located in the Central Office, Administration Block, Nagle Campus.
- When using the ATB students must:
  - (a) present their task to the office staff for official stamping and dating, and
  - (b) complete required details and sign the ATB register.

Failure to complete (a) and (b) may result in a task as being deemed '*late*'.

**Late submission:** Should an Assessment Task not be submitted on time and there was no absence and/or acceptable supporting documentation provided to explain the lateness, zero notification procedures will be applied. Decisions as to any other penalty or requirements will be at the discretion of the Director of Studies in consultation with the relevant Studies Co-ordinator.

In summary, all documentation and issues regarding Assessment Tasks in the first instance must be taken up with the relevant Studies Co-ordinator.

## **Illness/Misadventure**

Students may lodge an illness/misadventure application if they believe that circumstances occurring immediately before or during a HSC assessment task, and which were beyond their control, diminished their performance.

The right to submit an illness/misadventure application and the responsibility for doing so rests with the student, except where it is impossible for the student to do so, such as in cases of severe illness.

It is important that students submit the assessment task or attend the examination/performance where possible, even in the case of illness/misadventure. The College will not uphold an illness/misadventure application if the reason for the absence is not considered to be sufficiently serious. If students do not submit the assessment task and/or complete the examination or performance and the application is not upheld they will receive a zero mark and an N notification warning letter. In most instances, parents will receive prior notification that an N-warning letter has been generated.

The College does not, however, expect students to complete an assessment task against specific documented medical advice. Where students are in doubt they are advised to contact the Director of Studies.

As assessment marks are intended to be a measure of a student's actual performance, applications must relate to illness or misadventure suffered immediately before or during the assessment task that has affected the student's performance. Applications may be in respect of:

- a) **illness or injury** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in an assessment task (eg, an asthma attack, a cut hand)
- b) **misadventure** – that is, any other event beyond the student's control which allegedly affected the student's performance in an assessment task (eg death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

The illness/misadventure application process does not cover:

- attendance at a sporting or cultural event, or family holiday.
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities.
- disabilities for which NESAs has already granted disability provisions, unless an unforeseen episode occurs during the assessment task.
- long-term illness such as glandular fever, asthma, epilepsy – unless the student suffered an exacerbation of the condition immediately before or during the assessment task.
- matters avoidable by the student (eg misreading of timetable; misinterpretation of examination paper).

### **Lodging an illness/misadventure application**

If a student is unable to attend school on the day of an assessment task, or submit a particular task on or by the set date of that task for reasons of illness or misadventure, the following procedures must be followed:

**1. The relevant Studies Co-ordinator, must be notified on, or before, the morning of the task or task due-by date** (please see College Diary for Co-ordinator names). If the absence is foreseeable, the notification should be made before the day of the task. The Studies Co-ordinator can be notified by phone or email and contacted at school from 8.30am. If for some reason the Studies Co-ordinator is unable to speak with the student or parent, a message may be left on the Director of Studies telephone message bank (9542 9026).

If illness or misadventure occurs before an examination or in class assessment and you are still able to attend, you must notify the teacher-in-charge of the examination/assessment task when entering the room, **before the commencement of the task**.

**2. In all cases of absence involving illness or misadventure, the student must complete and submit the College “Student Illness/Misadventure Form” available on the College website via:**

[www.stpatscoll.nsw.edu.au/About-Us1/Policies-Documents-and-Forms](http://www.stpatscoll.nsw.edu.au/About-Us1/Policies-Documents-and-Forms)

A student must lodge any illness/misadventure application (completed illness /misadventure application form and all supporting evidence, eg medical certificate) for HSC assessment tasks with the relevant Studies Co-ordinator by 8.45am on the day you return to school. Applications submitted after this time will be considered only in exceptional cases.

In all cases the College requires evidence that clearly identifies the disadvantage experienced during the time the student was attempting to complete the examination, performance or submission. Written evidence from a relevant independent expert, such as an independent doctor, health professional or a police officer, must be provided with your application. Other acceptable relevant and independent documentation include funeral notices and statutory declarations. Letters from family members or friends are rarely acceptable.

This documentation must be dated at the time of the assessment task and should:

- i) specify the date/s during which your illness or misadventure has occurred, and
- ii) describe the nature and effects of your illness and its implications for your assessment task presentation. Note that a medical certificate that merely states that you were unfit for study/work is not acceptable.

Any application which does not include such details may result in a zero determination.

**3. On the first day the student returns to the College, the student is to report to the Studies Co-ordinator before 8.45am to complete the task in period 1 in most instances.** Failure to report immediately on the first day of return may result in a zero determination.

In the majority of cases, when a student has been absent on the day of a set task due to illness or misadventure, he or she will be required to sit the task so long as the equity, reliability and integrity of the task can be assured. Should the integrity of the task be a concern, students should be prepared to sit a substitute task.

#### **4. Determination of illness/misadventure**

The Director of Studies, along with the Studies Co-ordinator, will resolve illness/misadventure applications. The student, their parent/s, teacher and Studies Co-ordinator will be informed in writing of the outcome of the application.

In instances where an application is upheld, the student will be awarded their assessment mark. This mark will be determined in equity with the cohort or validated at the end of the assessment task.

Marks that are validated at the completion of the task will maintain the student's overall ranking at the time the task was undertaken. This validation will be based on all other assessment tasks in the HSC assessment schedule that were completed prior to the task in question. The validation process is thorough and involves your task being compared to your:

- performance in previous tasks
- rank that you held going into the task
- performance against like students.

If an application is upheld and the student is unable to complete the task, he/she will be awarded an estimate mark. The estimate will be validated and will maintain the student's overall ranking at the time the task was undertaken. This estimate will be based on all other assessment tasks in the HSC assessment schedule that were completed prior to the task in question. An estimate will only be given if a substitute task is not feasible, or where conditions of the missed task are too difficult to duplicate to ensure equity, reliability and validity.

The estimation process is thorough and involves your task being compared to your:

- performance in previous tasks
- rank that you held going into the task
- performance against like students.

For illness/misadventure applications that are not upheld the student will be awarded their assessment mark.

A student requesting an extension of time in submitting a task are to complete an illness/misadventure form at least three school days prior to the submission date.

If a student submits an illness misadventure for Task 1 of an assessment program for any course, the task will be validated when more assessment has been completed.

**5. In the case of a student requiring Special Leave:** Special Leave is leave of absence granted to a student who will be absent from school for more than three school days in order to attend holidays with family outside of normal school holiday time, or who may have non-school sporting or other commitments requiring extended absence. Such students must **apply in writing at least two weeks in advance** to the School Principal for

permission to be absent from school. A *Certificate for Exemption from Attendance at School* form must be obtained from the student office. The completed application must be first presented to the relevant Studies Coordinators, then to the Principal, before the student takes leave. Decisions about any missed tasks during the time of Special Leave will be at the discretion of the relevant Studies Co-ordinator under the guidance of the Director of Studies. **Parents are advised to avoid organising any aspects for Special Leave during the HSC year as it will, in most cases, be detrimental for the student.**

## **6. Ongoing illness or Misadventure**

- Concerns related to ongoing illness or misadventure should be documented and the appropriate school personnel notified in order for appropriate decisions and actions to be taken.
- However, the College is generally not able to compensate students who have extended illness, misadventure or domestic problems that may affect performance throughout the course. There are strict NSW Education Standards Authority (**NESA**) guidelines on such matters. Students or parents should seek the advice of the Director of Studies.

## **LATE ARRIVAL TO SCHOOL ON THE DAY OF A TASK**

If a student does not arrive by 8.45am on the day of an Assessment Task and there has been no prior contact by phone or relevant documentation provided to explain the lateness, a zero notification for that task will be issued.

Late arrival on the day of a task, unless satisfactorily explained, will be considered as taking unfair advantage.

## **ABSENCE FROM SCHOOL ON A DAY PRIOR TO A TASK**

A student who is absent from school on a day prior to an Assessment Task and does not produce a medical certificate or other independent evidence to support misadventure will receive a zero notification for that task.

Being absent from school the day prior to a task, unless satisfactorily explained, will be considered as taking an unfair advantage.

## **MALPRACTICE AND PLAGIARISM**

Malpractice is any activity undertaken by a student that allows them to gain 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 their own
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as their own
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- Using words, ideas, designs or the workmanship of others in research, practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules – see *College Examination Rules and Procedures*

- Using non-approved aides during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice
- Being in possession of a mobile phone or non-approved electronic device (on or off) during a formal exam block
- Presenting frivolous or offensive material in an assessment task (non-serious attempt)

All work submitted that is part of an Assessment Task must be completed solely by the student (or in the case of group work, strictly according to the class teacher's directions see **GROUP WORK** below).

In cases where an Assessment Task is completed either entirely, or partially, beyond College supervision (e.g. a take-home task), students may be requested to present written documentation that clearly states that the work presented is the student's original work. In the case of some Research Tasks, Major Work or Projects, a student log may be required by the teacher and must be presented upon request.

If serious doubt arises regarding the authenticity and originality of work submitted, or there is evidence of plagiarism or cheating, a zero determination will result.

Students must follow the advice, rules and conventions regarding sources, quotations, plagiarism, etc. as set out in the modules of '*All My Own Work*', which were undertaken at the completion of Year 10.

All instances of proven academic misconduct or malpractice in HSC assessment tasks or exams must be entered into the NESAs - 'Register of Malpractice'.

Below are some instances of malpractice and if substantiated the following penalties will be applied:

- (a) Research Tasks (see above) - zero marks for the section or sections affected, or a zero determination for the entire task.
- (b) Cheating in examinations - zero determination for part or all of the paper.
- (c) Mobile phone or non-approved electronic device on person in formal examination – zero determination.
- (d) Should it be determined that another student willingly assisted in cheating, copying, or plagiarism (including electronic data available via the internet or work from private tutors), then that student will also be awarded a zero determination.
- (e) the passing on of assessment tasks or components of tasks from one student to another through digital form (eg. email) or in hard copy, is considered as assisting in cheating. Students involved in this practice will also be awarded a zero determination.
- (f) **Completing or preparing for tasks during other normal lessons**, (other than official Study Periods) on the set date, or due date - zero determination for that task.
- (g) Truancy from a lesson, in part or whole, in order to prepare for a task to be sat, or to complete a task due to be handed up later that day - zero determination for that task.

## GROUP WORK

If a particular task involves a student working in a group, the expectations of the class teacher will be made clear relating to what is expected of each individual within the group as distinct from what is expected of the group as a whole. Unless stated otherwise, each student will be required to submit his or her own separate Assessment Task.

## FAILURE OF HOME COMPUTER SOFTWARE / HARDWARE, OR THE SCHOOL COMPUTER SYSTEM

- The School **does not accept responsibility** for the lateness of completion of Assessment Tasks due to the failure of any computer software or hardware.
- When using computers for Assessment Task completion students must ensure that work is **regularly saved to another storage device**, not just the computer hard drive.
- USBs may also be used for the saving of work files but these need to be both home and school compatible and used properly. Opening and working directly in a USB file, rather than first transferring it to the computer desktop and working from there, can cause the USB to fail.
- Home printers must be kept in good order; ink and paper supply maintained.
- In rare cases, if an unexpected computer failure does occur, in order to prove the case, a student must be able to present both a saved to disk or printed draft hard copy of the work completed at the time, as well as an explanatory note from their parents or guardian. Note: **The saved file must not be opened after the due date/time in order for it to be considered as evidence.**
- Students must not take for granted that on the day of a due task a completed Assessment Task can be brought to school and printed off at some time on the due day using school facilities. The school system could be experiencing difficulties that day, or system maintenance or repair being undertaken.
- Ideally all Assessment Task computer work and final print-out should be done at home, and ready for handing 24 hours in advance of the due date.
- All tasks are to be submitted in hard copy, unless the task specifications clearly state that a digital copy is required.

## ZERO NOTIFICATIONS

- Where a student fails to comply with any of the above procedures a **zero notification letter** will be sent to the parent or legal guardian. The letter will give notification that failure to comply with the College's Assessment Policy procedures has resulted in a zero mark for that task.
- Zero Notification Letters include a tear-off Return Slip. This must be immediately returned to the relevant Studies Co-ordinator acknowledging receipt of the notification.

## APPEALS

Should a student wish to appeal the outcome of a task for circumstances outside of the illness / misadventure process, he or she has the right to seek consideration to the

College Appeals Committee via the Director of Studies. These circumstances may include appealing a zero notification or situations whereby performance by the student in the task was adversely affected. The Assessment Appeals Committee will be comprised of the Assistant Principal, the Director of Studies, the relevant Studies Co-ordinator and the Year 12 Pastoral Co-ordinator.

In order to make an appeal, the student is required to follow the process outlined below. A support letter from parents, as well as any other documentation, may be attached.

### **Appeals against Zero or N-Warnings**

The aim of the Assessment Appeals Process is restoration and the avoidance of awarding unsatisfactory results. If a student has a zero determination or an n-warning made against them, he or she has the right of appeal.

- Step 1           Lodge appeal with the Director of Studies
- Must be lodged within 3 school days of receiving the zero or n-warning notice.
  - See the Director of Studies for the appropriate paperwork.
- Step 2           Appeal submitted to the College Appeals Committee
- This committee will consider the procedures surrounding the determination and evaluate them against the College's Assessment Policy and the requirements of NESAs.
  - This committee is made up of the Director of Studies, relevant Studies Co-ordinator, relevant Pastoral Co-ordinator and the Assistant Principal.
- Step 3           Director of Studies advises student and their parents to meet with Principal if not satisfied with the outcome of the appeal.
- Step 4           Student may lodge an appeal with NESAs
- Failure at the Step 2 procedure may lead a student to appeal to NESAs, in which case the student must see the Director of Studies for details of the procedure to be followed.

### **Appeals against marks**

- Step 1           If a student is not satisfied with their mark they need to discuss this with the teacher who marked the task.
- Step 2           If the student is still not satisfied with their mark they can lodge an appeal by submitting a College Assessment Task Appeal to the Director of Studies. This must occur within two days of the task being returned.
- Step 3           Remarking of the task - the task may be remarked by a different teacher or reviewed by the teacher who initially marked the task.
- Marks may change at this stage or further clarification of why marks were not awarded may occur.
  - Remarking of a task has the potential for a task to be revised up or down.
- Step 4           The remarked task is returned to the student and the revised mark will stand.

## VOCATIONAL EDUCATION AND TRAINING (VET)

- VET courses offered either at school or at TAFE are competency-based. They do not have a formal School Assessment Mark submitted by the College. Assessment in these courses is on-going. **However, students who require Construction, Hospitality, Retail or Business Services Curriculum Framework courses to count towards their ATAR, must sit the HSC Examination in the particular subject.**
- For these courses, the student log book and/or Competency Register is the primary means of assessing student performance. Students in all vocational courses will be issued with a competency log book to be used throughout their course.
- Curriculum Framework courses such as **Construction, Hospitality, Retail and Business Services will require students to undertake mandatory hours of work placement.** Whilst doing work placement, competencies will also be assessed and recorded in the student log.
- Failure to complete the mandatory work placement hours will result in an 'N' determination.

## CATHOLIC STUDIES, PHOTOGRAPHY and SPORT, LIFESTYLE & RECREATION and MARINE STUDIES

These subjects will have the Assessment Mark submitted by the College to NESAs. This will appear on a student's Year 11 and Year 12 Record of Achievement. There is no external examination in these subjects. However, all the normal Assessment Task procedures and requirements as set out above, apply to these courses.

## SPECIAL NEEDS STUDENTS

- Any Special Needs student undertaking the HSC will have their Assessment Schedule and/or Assessment Tasks modified where permitted.
- Where appropriate modifications to the schedule and/or tasks will be done under the guidance and according to the recommendations of the student's Special Needs teacher.
- Special Needs students and/or their parents should contact the Special Needs teacher, or the Director of Studies, should they have an issue with any Assessment Task or related matter.

## DISABILITY PROVISIONS

- Disability Provisions for the completion of some formal Assessment Tasks and/or Examinations are available to students who are determined to have met set eligibility requirements.

- NESA may approve disability examination provisions for the Higher School Certificate Examinations if a student has a special need that would, in a normal examination situation, prevent him or her from:
  - (a) reading the examination questions; and/or
  - (b) communicating his or her responses.

Principals have the authority to decide on and to implement approved disability provisions for school-based assessment tasks including examinations where the Colleges' resources are able to provide such provisions.

- Students who believe they are entitled to such provisions should first seek advice from the Curriculum Administrator or Special Needs Department. Applications should commence at the start of Term 4, 2018.
- **Students who believe they may be eligible for Disability Provisions must apply in writing and have their application approved by NESA. Application forms are available from the Curriculum Administrator and should be submitted by the date they advise.**
- Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of the student's functioning in an examination situation. Provisions may include braille papers, large print papers, use of a writer, use of a reader, extension of test time, rest breaks, use of a personal computer, establishment of a special test centre, exam supervision, individual supervision, permission to take medication, or other provisions as judged appropriate.

## **ASSESSMENT TASK CALENDAR OF SPECIFIC DATES**

A calendar of all formal Assessment Tasks is provided as a supplement to this handbook. It will also be available on the College website. Students should consult this Calendar regularly and enter details in their College Diary. Such things as part-time work commitments, family events and other out-of-school activities should be planned in such a way as to not affect College Assessment requirements.

## **EXAMINATION RULES and PROCEDURES Years 7-12**

1. Students must wear full school uniform during examinations. A student who attends an examination out of correct school uniform will NOT be allowed to sit for that exam and will be sent home by the Year Co-ordinator.
2. Students are required to line up in designated area before the examination begins.
3. Students who are not able to attend an examination through illness or misadventure are to ring the school office and leave a message for their Year Co-ordinator.
4. A student who arrives late for examination will not receive extra time beyond the scheduled finishing time.
5. A student who arrives more than one hour late will not be allowed to complete the exam.
6. All bags are to be left outside the examination room, unless otherwise informed.
7. NO MOBILE PHONES are permitted in the examination room.
8. Students are to sit in the allocated place in the examination room.

9. Students MUST write in blue or black biro.
10. Students are NOT permitted to talk or engage in distracting behaviour in the examination room. No communication of any type is permitted in the examination room.
11. Students are not to start writing until they are told to do so and must stop writing immediately when told to do so.
12. Students are to write their student number on every booklet.
13. Students are to attempt all required questions on the exam. Failure to do this could be deemed to be a NON GENUINE attempt at the examination.
14. Students will stay for the full time for each examination.
15. Students are not permitted to borrow anything from another student during the examination. All materials brought into the examination room should be in a clear plastic sleeve.
16. Students are not to bring any food or drink into the examination room unless they are approved provisions.

**2018 Assessment Schedule  
Ancient History - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Research	In-class essay	Preliminary Exam	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 5	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9	All outcomes may be assessed	
<b>Components</b>				<b>Weighting%</b>
Knowledge & understanding of course content	-	20	20	40
Source-based skills	10	-	10	20
Historical inquiry & research	10	5	5	20
Communication of historical understanding in appropriate forms	10	5	5	20
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**Assessment Schedule 2018**  
**Biology - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Data processing and analysis (Depth study)	Practical task	Yearly examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 3	Term 3 Exam block	
<b>Topics assessed</b>	Module 1 Cells as the basis of life	Module 1 Cells as the basis of life. and part Module 2 Organisation of living things	Modules 1-4	
<b>Outcomes assessed</b>	BIO 11/12-1, BIO 11/12-3, BIO 11/12-4, BIO 11/12-5, BIO 11-8.	BIO11/12-3, BIO 11/12-4, BIO 11-8 BIO 11/12-5, BIO 11/12-6,BIO 11/12-7, BIO 11-9	BIO 11-8, BIO 11-9, BIO 11-10 BIO 11-11, BIO 11/12-5 *All outcomes may be assessed	
<b>Components</b>				<b>Weighting%</b>
Skills in Working Scientifically	25	25	10	60
Knowledge and understanding of course content	5	5	30	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## **Assessment Schedule 2018 Business Services - Year 11**

Business services (240 hours) gives students an opportunity to gain two qualifications:

- 2 units towards the Higher School Certificate
- an AQF (Australian Qualifications Framework) qualification, Certificate II in Business (BSB20115), recognised by ASQA (Australian Skills Quality Authority) a National Vet Regulator.

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

When a student achieves a Unit of Competency it is signed off by the assessor.

Competency based assessment determines the vocational qualification that a student will receive.

- The Business services HSC Examination can contribute up to TWO units towards the calculation of a student's ATAR.
- Consequently, the HSC Examination is Mandatory for ATAR students
- NON ATAR students are not required to sit the HSC Examination in Business Services.

The Business Services HSC Examination involves multiple choice items, short answer and extended response items. To prepare students for this exam they will undertake two theory assessment tasks in each of the Preliminary and HSC year:

Task 1	Semester 1	30%
Task 2	Semester 2	70%

<b>Competency field</b>	<b>Unit code</b>	<b>Unit title</b>
CORE MANDATORY UNITS	BSBWHS201	Contribute to health and safety of self and others.
	BSBINM201	Process and maintain workplace information.
	BSBINN201	Contribute to workplace innovation.
	BSBSUS201	Participate in environmentally sustainable work practices.
	BSBIND201	Work effectively in a business environment.
	BSBCUS201	Deliver a service to customers.
	TLIP2029	Prepare and process financial documents.
IT use elective	BSBITU203	Communicate electronically.
	BSBITU307	Develop keyboarding speed and accuracy.
	BSBITU201	Produce simple word processed documents.
	BSBITU202	Create and use spreadsheets.
Workplace effectiveness elective	BSBWOR204	Use business technology.
	BSBWOR202	Organise and complete daily work activities.
Information management elective	BSBINM202	Handle mail

**2018 Assessment Schedule  
Business Studies - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Case Study & Report	Business Plan Task	Preliminary Exam	
<b>Timing</b>	Term 1, Week 9	Term 3, Week 4	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	P1, P2, P6, P8, P9	P4, P7, P8, P9, P10	All outcomes may be assessed	
<b>Components</b>				<b>Weighting%</b>
Knowledge & understanding of course content	5	15	20	40
Stimulus-based skills	10	-	10	20
Inquiry & research	10	10	-	20
Communication of business information, ideas and issues in appropriate forms	-	10	10	20
<b>Total %</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>

**2018 Assessment Schedule  
Catholic Studies 1 - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Writing Task	Research and Extended Response	Preliminary Exam	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	C6-2S, C6-2K	B6-3V, B6-3K, B6-3S	E6-1K, E6-1S, E6-3S, E6-3K	
<b>Components</b>				<b>Weighting%</b>
Knowledge and understanding of Course content	5%	5%	10%	20%
Source-based skills	5%		5%	10%
Investigation and research	5%	5%		10%
Communication of information, ideas and issues in appropriate forms		5%	5%	10%
<b>Total /50</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>/50</b>

**Assessment Schedule 2018**  
**Chemistry - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task description</b>	Practical task	Depth study	Yearly examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 10	Term 3 Exam block	
<b>Topics assessed</b>	Module 1 Properties and Structure of Matter	Module 1, 2 and 3 Properties and Structures of Matter. Intro to Quantitative Chemistry, Reactive Chemistry	Modules 1,2,3,4 Properties and Structures of Matter, Intro to Quantitative Chemistry, Reactive Chemistry & Drivers of Reaction	
<b>Outcomes assessed</b>	CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-6, CH11-8 CH11-9	CH11/12-2, CH11/12-4, CH11/12-6, CH11-9	All outcomes may be assessed	
<b>Components</b>				<b>Weighting %</b>
Skills in working Scientifically	25	25	10	60
Knowledge and understanding of course content	5	5	30	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**2018 Assessment Schedule  
Community and Family Studies - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Research Project Resource Management	Research Report Case Study	Preliminary Exam	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	P1.1, P1.2, P5.1, P6.1	P1.2, P2.1, P2.3, P2.4, P4.1, P4.2, P6.2	All outcomes are assessed	
<b>Components</b>				<b>Weighting%</b>
Knowledge and understanding of course content	15%	15%	10%	40%
Skills in critical thinking, research methodology, analysing and communicating	20%	20%	20%	60%
<b>Total %</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

## 2018 Assessment Schedule Construction - Year 11

Construction (240 hours) gives students an opportunity to gain two qualifications:

- 2 units towards the Higher School Certificate
- an AQF (Australian Qualifications Framework) qualification, Certificate II in Construction Pathways (CPC20211), recognised by ASQA (Australian Skills Quality Authority) a National Vet Regulator.

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

When a student achieves a Unit of Competency it is signed off by the assessor.

Competency based assessment determines the vocational qualification that a student will receive.

- The Construction HSC Examination can contribute up to TWO units towards the calculation of a student's ATAR.
- Consequently, the HSC Examination is Mandatory for ATAR students
- NON ATAR students are not required to sit the HSC Examination in Construction.

The Construction HSC Examination involves multiple choice items, short answer and extended response items. To prepare students for this exam they will undertake two theory assessment tasks in each of the Preliminary and HSC year:

Task 1	Semester 1	30%
Task 2	Semester 2	70%

<b>Competency field</b>	<b>Unit code</b>	<b>Unit title</b>
CORE MANDATORY UNIT	CPCCCM1012A	Work effectively and sustainably in the construction industry
	CPCCCM1013A	Plan and organise work
	CPCCCM1014A	Conduct workplace communication
	CPCCCM1015A	Carry out measurements and calculations
	CPCCCM2001A	Read and interpret plans and specifications
	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry
	CPCCCM2005B	Use construction tools and equipment
	CPCCWHS1001	Prepare to work safely in the construction industry
Carpentry electives	CPCCCA2002B	Use carpentry tools and equipment
	CPCCCA2011A	Handle Carpentry Materials
Brick and Blocklaying electives	CPCCBL2001A	Handle and prepare bricklaying and blocklaying materials
	CPCCBL2002A	Use bricklaying and blocklaying tools and equipment
General electives	CPCCC02013A	Carry out concreting to simple forms
	CPCCCM2004A	Handle Construction Materials
	CPCCCM2006B	Apply basic levelling procedures

**2018 Assessment Schedule  
Dance - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	STD Composition Task Analysis of Composition (rationale)	Core Performance Dance and Major Study Performance Work	Core Composition Dance  Preliminary Exam (Appreciation)	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10	
<b>Outcomes assessed</b>	P1.1, P1.2, P1.3, P3.1, P3.2, P3.3, P3.4, P3.5 P3.6, P3.7, P4.2, P4.3, P4.4	P1.1, P1.2, P1.3, P1.4,P2.1, P2.2, P2.3, P2.4, P2.5 P2.6	P1.1, P1.2, P1.3, P1.4, P3.1, P3.2, P3.3, P3.4, P3.5 P3.6, P3., P4.1, P4.2, P4.3, P4.4, P4.5	
<b>Components</b>				<b>Weighting%</b>
<b>Performance</b>		<b>40%</b>		<b>40%</b>
<b>Composition</b>	<b>10%</b>		<b>20%</b>	<b>35%</b>
<b>Appreciation</b>	<b>10%</b>		<b>20%</b>	<b>30%</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100%</b>

**2018 Assessment Schedule  
Design and Technology - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Preliminary Project 1	Preliminary Project 2	Preliminary Exam	
<b>Timing</b>	Term 2, Week 2	Term 3, Week 5	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	P1.1, P2.1, P2.2, P4.1, P4.2, P4.3, P.5.1, P5.2, P.5.3, P6.1, 6.2	P1.1, P2.1, P2.2, P4.1, P4.2, P4.3, P.5.1, P5.2, P.5.3, P6.1, 6.2	All outcomes are assessed	
<b>Components</b>				<b>Weighting%</b>
Knowledge and understanding course content	10%	10%	20%	40%
Knowledge and skills in designing, managing, producing and evaluating design projects	20%	30%	10%	60%
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

**2018 Assessment Schedule  
Drama - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Whole Group Performance Essay Response	Monologue In class writing task	Play building/logbook (Small Group performances) Performance Logbook	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term, Week 9	
<b>Outcomes assessed</b>	P2.1 P2.2 P3.1 P3.2 P3.3	P1.1 P1.2 P1.3 P1.4 P1.6 P2.1 P2.4	P1.1 P1.2 P1.3 P1.4 P1.6 P2.1 P2.4	
<b>Components</b>				<b>Weighting%</b>
Making		15%	15%	30%
Performing	10%	10%	10%	30%
Critically Studying	10%	20%	10%	40%
<b>Total %</b>	<b>20%</b>	<b>45%</b>	<b>35%</b>	<b>100</b>

**Assessment Schedule 2018**  
**Earth and Environmental Sciences - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	PRACTICAL	DEPTH STUDY	YEARLY EXAM	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 6	Term 3 EXAM BLOCK	
<b>Topics assessed</b>	Module 1 Earth's Resources	Module 2 - Plate Tectonics	Module 1-4	
<b>Outcomes assessed</b>	EES 11/12 -3 EES 11/12 -4 EES 11/12-5, EES 11 - 8	EES11/12-7 EES11/12-6, EES11/12-5 EES 11/12-3, EES11-9	All outcomes may be assessed.	
<b>Components</b>				<b>Weighting%</b>
Skills in Working Scientifically	25%	25%	10%	60
Knowledge and Understanding of course content	5%	5%	30%	40
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100</b>

**2018 Assessment Schedule  
Economics - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Research & Report	Topic Test (seen essay question)	Preliminary Exam	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 4	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	P1, P4, P7, P9, P10, P12	P1, P2, P3, P5, P7, P8, P9, P10, P11	All outcomes may be assessed	
<b>Components</b>				<b>Weighting%</b>
Knowledge & understanding of course content	10	10	20	40
Stimulus-based skills	-	10	10	20
Inquiry & research	10	10	-	20
Communication of economic understanding in appropriate forms	10	-	10	20
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**2018 Assessment Schedule  
Engineering - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Engineering Report Engineering Products	Engineering Report Biomedical Engineering	Preliminary Exam	
<b>Timing</b>	Term 1, Week 7	Term 2, Week 9	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	P1.2, P2.2, P3.1 P3.2	P1.1, P2.1, P3.3, P4.1, P4.3, P5.2, P6.1, P6.2	All outcomes are assessed	
<b>Components</b>				<b>Weighting%</b>
Knowledge and understanding of course content	10%	15%	35%	60%
Knowledge and skills in research, problem solving and communication related to engineering practice	15%	20%	5%	40%
<b>Total %</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>

**2018 Assessment Schedule  
English Advanced - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task/ Topic</b>	<b>Imaginative and short analytical response</b> Common Module: Reading to write	<b>Multimodal presentation</b> Module A: Narratives that shape our world	<b>Yearly Examination Analytical response</b> Module B: Critical Study of Literature	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9/10	
<b>Outcomes assessed</b>	EA11-1, EA11-3, EA11-4, EA11-5	EA11-2, EA11-4, EA11-6, EA11-7 EA11-9	EA11-1, EA11-3, EA11-5, EA11-8	
<b>Components</b>				<b>Weighting%</b>
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all mode	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**2018 Assessment Schedule  
English Standard - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task/ Topic</b>	<b>Imaginative and short analytical response</b> Common Module: Reading to write	<b>Multimodal presentation</b> Module A: Contemporary possibilities	<b>Yearly Examination Analytical response</b> Module B: Close study of literature	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9/10	
<b>Outcomes assessed</b>	EN11-1, EN11-3 EN11-4, EN11-5	EN11-1, EN11-2 EN11-4, EN11-9	EN11-1, EN11-6 EN11-7, EN11-8	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all mode	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**2018 Assessment Schedule  
English Studies - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task/ Topic</b>	<b>Multimodal presentation</b>  Mandatory Module: Community and Workplace	<b>Responding and Composing</b>  English and The Big Screen	<b>Portfolio</b>  Mi-Tunes	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 9	Term 3, Week 8	
<b>Outcomes assessed</b>	ES11-1, ES11-6, ES11-9	ES11-2, ES11-5, ES11-8	ES11-3, ES11-4, ES11-7, ES11-10	
<b>Components</b>				<b>Weighting%</b>
Knowledge and understanding of course content	15%	20%	15%	50%
Skills in: <ul style="list-style-type: none"> <li>- comprehending texts</li> <li>- communicating ideas</li> <li>- using language accurately, appropriately and effectively</li> </ul>	15%	20%	15%	50%
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

**2018 Assessment Schedule  
English Extension 1 - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task/ Topic</b>	<b>Essay</b>  Module: Texts, Culture and Values	<b>Multimodal Presentation Independent Research Project</b>  Module: Texts, Culture and Values	<b>Preliminary Examination</b>  Module: Texts, Culture and Values	
<b>Timing</b>	Term 2, Week 2	Term 2, Week 9	Term 3, Weeks 9/10	
<b>Outcomes assessed</b>	2, 3, 5	1, 4, 6	All outcomes	
<b>Components</b>				<b>Weighting%</b>
Knowledge and understanding of complex texts and of how and why they are valued	15%	20%	15%	50%
Skills in complex analysis, sustained composition and independent investigation	15%	20%	15%	50%
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

**2018 Assessment Schedule  
Exploring Early Childhood (EEC) - Year 11**

<b>COMPONENTS (SYLLABUS)</b>	<b>WEIGHTING (SYLLABUS)</b>	<b>TASK 1</b> Term 1, Week 10  <b>Research Task 1</b>	<b>TASK 2</b> Term 2, Week 9  <b>Research Task 2</b>	<b>TASK 3</b> Term 3, Weeks 9-10  <b>Yearly Test</b>
		<b>TASK SPECIFIC OUTCOMES</b>	<b>TASK SPECIFIC OUTCOMES</b>	<b>TASK SPECIFIC OUTCOMES</b>
		2.1, 5.1, 6.2	1.2, 1.3, 1.4, 2.4, 4.1	All Outcomes 1.1 to 6.2 may be assessed
<b>Knowledge and Understanding of Course Content</b>	<b>50%</b>			<b>50%</b>
<b>Skills of Course Outcomes</b>	<b>50%</b>	<b>25%</b>	<b>25%</b>	
<b>Marks /50</b>	<b>100%</b>	<b>25%</b>	<b>25%</b>	<b>50%</b>

## 2018 Assessment Schedule Fitness - Year 11

Fitness (240 hours) gives students an opportunity to gain two qualifications:

- 2 units towards the Higher School Certificate
- an AQF (Australian Qualifications framework) qualification, Statement of Attainment towards Certificate III in Fitness (SIS30315), recognised by ASQA (Australian Skills Quality Authority) a National Vet Regulator.

Fitness is taught holistically with integrated activities involving competencies from several units. Over the two years.

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

When a student achieves a Unit of Competency it is signed off by the assessor.

As part of the school based assessment students will undertake two theory assessment tasks in each of the Preliminary and HSC year:

Task 1	Semester 1	30%
Task 2	Semester 2	70%

<b>Competency field</b>	<b>Unit code</b>	<b>Unit title</b>
ELECTIVE GROUP C	HLTWHS001	Participate in workplace health and safety
ELECTIVE GROUP C	BSBRSK401	Identify risk and apply management processes
CORE	SISFFIT004	Incorporate anatomy and physiology principles into fitness programming
CORE	SISFFIT001	Provide health screening and fitness orientation
ELECTIVE	SISXCAI004	Plan and conduct programs
CORE	SISXCCS001	Provide quality service
CORE	SISXIND001	Work effectively in sport, fitness and recreation environments
CORE	SISXFAC001	Maintain equipment for activities
ELECTIVE GROUP D	SISXFAC002	Maintain sport, fitness and recreation facilities
CORE	SISFFIT005	Provide healthy eating information
ELECTIVE GROUP D	SISXCAI006	Facilitate Groups
ELECTIVE GROUP C	HLTAID003	Provide first aid.

**2018 Assessment Schedule  
Food Technology - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Research Task & Practical Task Food Availability and Selection	Research Task & Practical Task Functional Food Properties	Preliminary Exam Extended Response (Nutrition)	
<b>Timing</b>	Term 1, Week 9	Term 2, Weeks 6-7	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	P1.1, P1.2, P4.2	P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P4.2, P2.2, P3.2, P4.1, P4.4 P2.1, P3.1, P3.2, P4.3, P5.1	
<b>Components</b>				<b>Weighting%</b>
Knowledge and Understanding of course content			40%	40%
Knowledge and skills in designing, researching, analysing and evaluating	20%	10%		30%
Skills in experimenting with and preparing food by applying theoretical concepts	10%	20%		30%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

## 2018 Assessment Schedule Hospitality - Year 11

Hospitality (240 hours) gives students an opportunity to gain two qualifications:

- 2 units towards the Higher School Certificate
- an AQF (Australian Qualifications Framework) qualification, Certificate II in Hospitality ( Kitchen Operations) (SIT20416), recognised by ASQA (Australian Skills Quality Authority) a National Vet Regulator.

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

When a student achieves a Unit of Competency it is signed off by the assessor.

Competency based assessment determines the vocational qualification that a student will receive.

- The Hospitality HSC Examination can contribute up to TWO units towards the calculation of a student's ATAR.
- Consequently, the HSC Examination is Mandatory for ATAR students
- NON ATAR students are not required to sit the HSC Examination in Hospitality.

The Hospitality HSC Examination involves multiple choice items, short answer and extended response items. To prepare students for this exam they will undertake two theory assessment tasks in each of the Preliminary and HSC year:

Task 1	Semester 1	30%
Task 2	Semester 2	70%

<b>Competency field</b>	<b>Unit code</b>	<b>Unit title</b>
MANDATORY (Hygiene)	<b>SITXFSA101</b>	USE HYGIENIC PRACTICES FOR FOOD SAFETY
MANDATORY (Safety)	SITXWHS001	PARTICIPATE IN SAFE WORK PRACTICES
MANDATORY (Working in hospitality industry and workplace)	BSBWOR203	WORK EFFECTIVELY WITH OTHERS
	SITHIND002	SOURCE AND USE INFORMATION ON THE HOSPITALITY INDUSTRY
STREAM (Kitchen operations and Cookery)	SITHCCC001	USE FOOD PREPARATION EQUIPMENT
	SITHCCC005	PREPARE DISHES USING BASIC METHODS OF COOKERY
	SITHKOP001	CLEAN KITCHEN PREMISES AND EQUIPMENT
	SITXFSA002	PARTICIPATE IN SAFE FOOD HANDLING PRACTICES
ELECTIVE (Commercial Cookery and Catering)	<b>SITHCCC002</b>	PREPARE AND PRESENT SIMPLE DISHES
	<i>SITHCCC003</i>	<i>PREPARE AND PRESENT SANDWICHES</i>
	SITHCCC006	PREPARE APPETISERS AND SALADS
	SITHCCC011	USE COOKERY SKILLS EFFECTIVELY
FOOD AND BEVERAGE	<i>SITHFAB005</i>	<i>PREPARE AND SERVE ESPRESSO COFFEE</i>
INVENTORY	SITXINV002	MAINTAIN THE QUALITY OF PERISHABLE ITEMS

**2018 Assessment Schedule  
Industrial Technology - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Individual Practical Project	Group Work Practical Project	Preliminary Exam	
<b>Timing</b>	Term 1, Week 10	Term 3, Week 7	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	P3.1, P3.2, P3.3, P4.1	P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	All outcomes may be assessed	
<b>Components</b>				<b>Weighting%</b>
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area	10%	15%	15%	40%
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects	15%	20%	25%	60%
<b>Total %</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>	<b>100%</b>

**2018 Assessment Schedule  
Legal Studies - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Research Task	Case Study Task	Preliminary Exam	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	P1, P2, P3, P4	P4, P5, P6, P7, P8	All outcomes may be assessed	
<b>Components</b>				<b>Weighting%</b>
Knowledge & understanding of course content	10	10	20	40
Analysis and evaluation	-	-	20	20
Inquiry & research	10	10	-	20
Communication of legal information, ideas and issues in appropriate forms	10	10	-	20
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**2018 Assessment Schedule  
Marine Studies 1 unit - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	
<b>Task Description</b>	Practical & Research 1	Practical & Research 2	
<b>Timing</b>	Term 2, Week 3	Term 3, Week 6	
<b>Outcomes assessed</b>	1.1, 1.2, 2.3, 3.2, 3.4, 5.2, 5.4	1.2, 1.3, 1.4, 2.1, 3.1, 4.1, 4.2, 5.1, 5.3	
<b>Components</b>			<b>Weighting%</b>
Core Study	25		25
Marine Aquarium		15	15
Marine Resource Management		10	10
<b>Total /50</b>	<b>25</b>	<b>25</b>	<b>/50</b>

**2018 Assessment Schedule  
Marine Studies 2 unit - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Practical & Research 1	Practical & Research 2	Preliminary Exam	
<b>Timing</b>	Term 2, Week 3	Term 3, Week 4	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	1.1 , 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.3, 5.4	1.1, 2.3, 3.1, 3.2, 3.3, 3.4, 5.4	1.2, 1.3, 1.4, 5.1	
<b>Components</b>				<b>Weighting%</b>
Core Study	15%		10%	25%
Skin Diving and Diving Science	2%		5%	25%
Marine Aquarium		15%	5%	20%
Marine Resource Management		15%	5%	20%
First Aid		5%	5%	10%
<b>Total %</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

**Assessment Schedule 2018  
Mathematics - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	In-Class Task (Topic Test)	In-Class Task (with one page of notes, single-sided)	Yearly Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Exam Block	
<b>Topics Assessed</b>	<b>Basic arithmetic and algebra Real Functions</b>	<b>Functions and Graphs Trigonometry Linear Functions</b>	All units covered	
<b>Outcomes Assessed</b>	P1, P2, P3, P4 & P5	P1, P2, P3, P4 & P5	P1, P2, P3, P4, P5, P6, P7 & P8	
<b>Components</b>				<b>Weighting%</b>
Understanding, fluency and communication	15%	15%	20%	50%
Problem solving, reasoning and justification	15%	15%	20%	50%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100</b>

**Assessment Schedule 2018**  
**Mathematics Extension 1 - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	In-Class Task (Topic Test)	In-Class Task (with one page of notes, single-sided)	Yearly Exam	
<b>Timing</b>	Term 2, Week 2	Term 2, Week 9	Term3, Exam block	
<b>Topics assessed</b>	Harder inequalities Harder graphs 3D trigonometry	Linear Relationships Trigonometry 2	All units covered can be assessed	
<b>Outcomes assessed</b>	PE3 & PE6	P1, P3, P4 & P5 PE1, PE2, PE3 & PE6	PE1, PE2, PE3, PE4, PE5 & PE6	
<b>Components</b>				<b>Weighting%</b>
Understanding, fluency and communication	15%	15%	20%	50%
Problem solving, reasoning and justification	15%	15%	20%	50%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100</b>

**Assessment Schedule 2018**  
**Mathematics Standard 2 - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	In-Class Task (Topic Test) (with one page of notes, single-sided)	Submission Task	Yearly Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Exam Block	
<b>Topic Assessed</b>	Financial Mathematics Earning and Managing Money (F1.2)  Algebra Formulae and Equations (A1)	Statistical Analysis Classifying and Representing Data (S1.1)  Measurement Units of Measurement (M1.1 & M1.2)	All units covered	
<b>Outcomes assessed</b>	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-2, MS11-3, MS11-4, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
<b>Components</b>				<b>Weighting%</b>
Understanding, fluency and communication	15%	15%	20%	50%
Problem solving, reasoning and justification	15%	15%	20%	50%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100</b>

**Assessment Schedule 2018**  
**Mathematics Standard 1 - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	In-Class Task (Topic Test) (One page of notes)	Submission Task	Yearly Examination	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Exam Block	
<b>Topic Assessed</b>	Financial Mathematics Earning and Managing Money (F1.2)  Algebra Formulae and Equations (A1)	Statistical Analysis Classifying and Representing Data (S1.1)  Measurement Units of Measurement (M1.1 & M1.2)	All units covered	
<b>Outcomes assessed</b>	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-2, MS11-3, MS11-4, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
<b>Components</b>				<b>Weighting%</b>
Understanding, fluency and communication	15%	15%	20%	50%
Problem solving, reasoning and justification	15%	15%	20%	50%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100</b>

**2018 Assessment Schedule  
Modern History - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Research & Oral Presentation	Topic Test - Essay	Preliminary Exam Source Study & Essay	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 6	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	MH11-4, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	MH11-5, MH11-6, MH11-7, MH11-9	MH11-1, MH11-2, MH11-3, MH11-6, MH11-9	
<b>Components</b>				<b>Weighting%</b>
Knowledge & understanding of course content	-	20	20	40
Source-based skills	10	-	10	20
Historical inquiry & research	10	5	5	20
Communication of historical understanding in appropriate forms	10	5	5	20
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**2018 Assessment Schedule  
Music - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	<b>Composition and Aural Analysis</b>	<b>Viva Voce Analysis</b>	<b>Performance and Aural</b>	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9	
<b>Outcomes assessed</b>	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
<b>Components</b>				<b>Weighting%</b>
<b>Performance</b>			<b>25%</b>	<b>25%</b>
<b>Composition</b>	<b>25%</b>			<b>25%</b>
<b>Musicology</b>		<b>25%</b>		<b>25%</b>
<b>Aural</b>	<b>10%</b>		<b>15%</b>	<b>25%</b>
<b>Total %</b>	<b>25</b>	<b>25</b>	<b>40</b>	<b>100%</b>

**2018 Assessment Schedule**  
**Personal Development, Health and Physical Education - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Research Task		Preliminary Exam	
<b>Timing</b>	Term 2, Week 2	Term 3, Week 4	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	P1, P3, P4, P5, P6, P15	P6, P10, P12, P15, P16, P17	All outcomes are assessed	
<b>Components</b>				<b>Weighting%</b>
Knowledge and understanding of course content	15%	15%	10%	40%
Skills in critical thinking, research, analysing and communicating	20%	20%	20%	60%
<b>Total %</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>	<b>100%</b>

**Assessment Schedule 2018**  
**Physics - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Practical task	Depth study	Yearly examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 10	Term 3 Exam block	
<b>Topics assessed</b>	Module 1 Kinematics	Module 2 Dynamics	Modules 1,2,3,4 Kinematics Dynamics Waves & Thermodynamics Electricity and Magnetism	
<b>Outcomes assessed</b>	PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11-8	PH11/12 -1, PH11/12 -2, PH11/12 -3, PH11/12 -4, PH11/12 -5, PH11/12 -7, PH11-9	All outcomes may be assessed PH11/12-1, 2, 3, 4, 5, 6, 7 PH11 -8, 9, 10, 11	
<b>Components</b>				<b>Weighting%</b>
Skills in working Scientifically	20	30	10	60
Knowledge and understanding of course content	5	5	30	40
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## **Assessment Schedule 2018**

### **Retail Services - Year 11**

Retail Services (240 hours) gives students an opportunity to gain two qualifications:

- 2 units towards the Higher School Certificate
- an AQF (Australian Qualifications Framework) qualification, Certificate III in Retail (SIR30216), recognised by ASQA (Australian Skills Quality Authority) a National Vet Regulator.

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

When a student achieves a Unit of Competency it is signed off by the assessor.

Competency based assessment determines the vocational qualification that a student will receive.

- The Retail Services HSC Examination can contribute up to TWO units towards the calculation of a student's ATAR.
- Consequently, the HSC Examination is Mandatory for ATAR students
- NON ATAR students are not required to sit the HSC Examination in Retail Services.

The Retail Services HSC Examination involves multiple choice items, short answer and extended response items. To prepare students for this exam they will undertake two theory assessment tasks in each of the Preliminary and HSC year:

Task 1	Semester 1	30%
Task 2	Semester 2	70%

<b>Competency field</b>	<b>Unit code</b>	<b>Unit title</b>
Communication and Teamwork	SIRXCOM002	Work effectively in a team
Working in industry	SIRXIND001	Work effectively in a service environment
Working in industry	SIRXIND002	Organise and maintain the store environment
Work Health and safety	SIRXWHS002	Contribute to workplace health and safety
Customer engagement	SIRXCEG001	Engage the customer
	SIRXCEG002	Assist with customer difficulties
	SIRXCEG003	Build customer relationships and loyalty
Product Knowledge	SIRXPDK001	Advise on products and services
Sales	SIRXSLS001	Sell to the retail customer
	SIRXSLS002	Follow point-of-sale procedures
Retail financials	SIRRRTF001	Balance and secure point-of-sale terminal
Risk Management and Security	SIRXRSK001	Identify and respond to security risks
Inventory	SIRRINV001	Receive and handle retail stock
General selling	SIRRMER001	Produce visual merchandise displays

**2018 Assessment Schedule**  
**Sports, Lifestyle and Recreation 1 unit - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Topic Test	Practical Task	Yearly Exam	
<b>Timing</b>	Term 2, Week 3	Term 2, Week 9	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	1.1, 1.3, 2.1, 2.2, 3.1, 3.6, 4.4, 4.5	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	All outcomes may be assessed	
<b>Components</b>				<b>Weighting%</b>
Knowledge and Understanding	10		15	25
Skills		20	5	25
<b>Marks /50</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>/50</b>

**2018 Assessment Schedule  
Studies of Religion 1 - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Writing Task	Research and Extended Response	Preliminary Exam	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	P1, P2, P8	P7, P8, P9	P1, P3, P5, P7, P9	
<b>Components</b>				<b>Weighting%</b>
Knowledge and understanding of Course content	5%	5%	10%	20%
Source-based skills		5%	5%	10%
Investigation and research	10%			10%
Communication of information, ideas and issues in appropriate forms		5%	5%	10%
<b>Total /50</b>	<b>15%</b>	<b>15%</b>	<b>20%</b>	<b>/50</b>

**2018 Assessment Schedule  
Studies of Religion 2 - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Writing Task	Research and Extended Response	Preliminary Exam	
<b>Timing</b>	Term 1, Week 7	Term 2, Week 6	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	P1, P2, P8	P5, P7, P9	P1, P3, P5, P7, P9	
<b>Components</b>				<b>Weighting%</b>
Knowledge and understanding of course content	5%	10%	25%	40%
Source-based skills	10%	10%		20%
Investigation and research	10%	10%		20%
Communication of information, ideas and issues in appropriate forms	5%	10%	5%	20%
<b>Total %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

**2018 Assessment Schedule  
Visual Arts - Year 11**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Task Description</b>	Part A - Artmaking Part B - Visual Arts Process Diary	Part A - Essay Part B - Artmaking	Preliminary Exam	
<b>Timing</b>	Term 1, Week 11	Part A - Term 3, Week 2 Part B - Term 3, Week 2	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	P1 - P6	Part A - P7, P8, P9 Part B - P1-P6	P7 - P10	
<b>Components</b>				<b>Weighting%</b>
Artmaking	Part A - 20% Part B - 10%	Part B - 20%		50
Critical and Historical Studies		Part A - 20%	30%	50
<b>Total %</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100</b>