



**Arndell**  
Anglican College



Year 11  
Assessment  
Handbook  
2019

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## The Booklet

This booklet has been prepared by the staff of Arndell Anglican College to assist you to achieve to the best of your ability.

Success in your studies in Years 11 and 12 relies on hard work, determination and the ability to set goals for the short and long term.

Paul's letter to the Romans indicates that we are all part of the one body and though we may have gifts and talents, we cannot work independently of each other. As a staff we are here to assist you in any way we can, but it is your responsibility to ensure that all aspects of your work, assignments and assessment tasks are completed. If you have any problems, you need to discuss them with your Subject Teacher, Subject Head of Department, Homeroom Teacher, your Head of House or myself.

**The Higher School Certificate** is an exit credential of worth. To attain this, there are several ways through the system:

- During 2019 Year 11 students will complete a minimum of 12 HSC Preliminary Course units.
- Students may take up to five years to accumulate their HSC, enrolling part time, if necessary, to achieve this.
- Students may repeat subjects, with the agreement of the Director of Curriculum.

**This booklet outlines the Preliminary assessment programme for Year 11, February 2019 – September 2019.**



**Mrs Karen Merrick**  
**Director of Curriculum**

**Arndell Anglican College General Information for  
Students and Parents**

**Senior students at Arndell Anglican College are requested to accept and acknowledge certain responsibilities and requirements.**

**Spiritual Responsibilities**

- Students are required to set positive examples to other students as Jesus did for his followers. Courtesy, honesty and kindness are key areas where senior students reflect the Christian vision of the College.
- Students reflect the Christian basis of the College by demonstrating leadership and a positive attitude towards Christianity.

**Academic Responsibilities**

- Students must demonstrate a commitment to a regular study programme. This includes assessment tasks, homework, researching and reading material beyond the classroom lessons and through revision and preparations for tests and examinations.
- Students must be prepared for lessons, attentive in lessons, and cooperate in all aspects of every subject.
- Students must seek advice from subject teachers or others if progress is being slowed.

**Social Responsibilities**

- Students must accept the College 'Code of Behaviour'. This covers all aspects of behaviour, dress and grooming both inside and outside the College.

**Extra Curricula Responsibilities**

- Students must be willing to participate in the broader life of the College. This may include sport, band, debating or other cultural activities.

## Pre-requisites Of The Higher School Certificate

To qualify for the Higher School Certificate, the College must certify to the NSW Education Standards (NESA) that students have satisfactorily completed all coursework and applied themselves adequately.

To meet these requirements students at Arndell Anglican College must:

- **Satisfy** NSW Education Standards (NESA) requirements of **attendance** (at least 85% of the available school days).
- **Satisfactorily** complete the '**All My Own Work**' programme mandated by the NSW Education Standards (NESA) by the beginning of the Preliminary Course.
- **Study** a pattern of subjects, which meet the NSW Education Standards (NESA) requirements for eligibility.
- **Make a serious attempt at** and **complete** all assessment tasks by the required date.
- **Sit and attempt, in a serious way**, the Higher School Certificate examinations in sufficient Board determined courses, complying with exam procedures.
- **Meet** all class work obligations, including in-class exercises, homework and practical work.

### Students Considered At Risk of Not Satisfactorily Completing Course Requirements

If College staff believe that a student is failing to demonstrate sufficient application and/or is in danger of not meeting course completion criteria, they are required by the NSW Education Standards (NESA) to notify the student in sufficient time to correct any problems. To meet this responsibility Arndell Anglican College have put the following procedures in place:

#### **1. Counselling of Students**

Students will be counselled by some or all of their key teaching staff (Subject Teacher, Subject Head of Department) and key pastoral staff (Head of House and Homeroom Tutor). These staff will identify, explain and discuss areas of concern and give very specific details of the action required by the student to amend the situation. Depending on the seriousness and nature of the problems/s College staff may elect to contact parents or guardians at this point and record details on the student's electronic file.

#### **2. Official Written Warnings**

The NSW Education Standards (NESA) requires schools to issue students with **TWO Course-specific** official written warnings, before a final '**N**' determination can be made for a course, specifying details of action required by the student and alerting the student and their parents or guardians to the possible consequences of an '**N**' determination. An '**N**' determination will mean that the student **will not** be awarded the Preliminary Higher School Certificate in that course; therefore that course will not be listed on the student's Record of Achievement. *This may result in the student being ineligible for the award of the Higher School Certificate.*

When a student

- Fails to submit an assessment task
- Unsatisfactorily completes an assessment task
- Continues to fail to apply themselves with diligence and sustained effort to their regular study programme, despite counselling by the College staff

**The First official written warning** will be issued and staff will endeavour to contact the student's parents or guardians by telephone. A written acknowledgement of the warning must be returned to the **Director of Curriculum** from the student and their parents or guardians. The student will be interviewed by the Head of Department to establish what the problem/s are, and inform the student on what **action** they must take to amend the situation. This information and the date that the **first official written warning** letter is sent home, will be put on the student's electronic file. The student's progress will be closely monitored, and the Director of Curriculum will be informed and keep a copy of all official letters sent home.

### **The Second and Final Written Warning**

For students who, despite the support and advice given, and despite having received a **first official written warning**, continue to fail to demonstrate sufficient application or complete Course requirements, the College will request the student and their parents/guardians attend a **College Review**. If a student gets to this point they are in serious trouble and the Review will be a genuine attempt by the College to prevent the student from failing in this subject.

College staff will identify, explain and discuss the **action** the student must take. This meeting will make very clear what the requirements are and how the student must amend the situation, including a clear timeline. The **second and final written warning letter** will be issued at this meeting and a record of the meeting and issuing of the final warning letter will be recorded on the student's electronic file.

### **3. Students Deemed by the Headmaster not to have met the Requirements of the Course**

If a student, after receiving ongoing counselling and support and **two official written warning letters** has not met the requirements and timelines set out in them, the Headmaster will notify the NSW Education Standards (NESA) that the student has failed to demonstrate sufficient application or complete Course requirements. They **will not** receive a **Record of Achievement** or be rewarded with the **Preliminary Higher School Certificate** in this course. *This may result in the student being ineligible for the award of the Higher School Certificate.*

### **Arndell Anglican College Assessment Guidelines for Students and Parents**

Students in the Preliminary and HSC courses in Years 11 & 12 will experience a full range of assessment tasks as outlined in the assessment guidelines for their subject. Students must make a serious attempt at and satisfactorily complete all aspects of the Preliminary course before they can move onto the HSC component of the course.

## The HSC Mark

- The HSC mark will be based on two components; an external (examination) mark and a School assessment mark, which are reported separately on the Higher School Certificate itself.
- The College assessment mark will be based on a wider range of syllabus objectives than is measured by the external examination and will be the result of Assessment Tasks undertaken throughout the HSC courses.
- Completion of **all** coursework by the required date is **compulsory** if a student is to qualify for the award of a Higher School Certificate. This includes coursework that is not formally assessed in an Assessment Task. Practice examination questions are very important in helping students prepare for the NSW Education Standards (NESA) HSC examinations which moderate their final HSC results.

## Satisfactory Completion of the HSC Course

- **All** assessment tasks must be **submitted** in order to fulfill the outcomes of the Preliminary course - even when a **zero mark** has been awarded.
- **A serious attempt** must be made for all tasks. If a student does not make a **serious attempt** at any Assessment Task or examination, they may not qualify to study the subject/s concerned for the HSC.
- **Malpractice** (such as cheating or interfering with the concentration or work of other students in an Assessment Task) will result in the student being removed from the session and a **College review** of the student's eligibility to receive a mark in that course will be held.
- **Satisfactory attendance** is also required. Students are expected to attend all timetabled lessons and excursions. **A persistent** pattern of **unexplained absence** will result in a **College review** of the student's eligibility for the HSC. The Headmaster will make the final decision.
- **Non serious attempt, frivolous answers or objectionable material** – such as the use of offensive, sexist, racist language - parents or Guardians will be informed and a zero mark will be awarded for the section or sections concerned.

Each department will keep a confidential progressive record and report students' performance on all assessment tasks.

### **Absence From or Illness During An Assessment Task**

- **A Misadventure Form** needs to be filled in, signed by the Student, Parent and the Director of Curriculum along with an attached letter or Medical Certificate stating why the student has been absent and the reason they were unable to hand their Assessment Task in on the due date.
- Assessment Tasks, both assignments and tests, are programmed for each term of the course. A student absent for any task **MUST** notify the Head of Department **in writing** as soon as it is known that the absence will occur or has occurred.
- Where satisfactory evidence (such as a Medical Certificate which must not be written by a family member) is produced the first day a student returns to school, an alternative date or task will normally be arranged. If this is not feasible, an estimate mark will be used.
- If no satisfactory evidence of illness or other documentation proving misadventure is produced, a student would normally score 0 (zero) for the task. A letter is then sent home to the parents notifying them that 0(zero) marks have been given for the task.
- A student who is ill or becomes ill during a task should report the matter immediately to the Teacher in charge. The teacher and Head of Department and, if necessary, the Director of Curriculum will discuss with the student arrangements for a substitute task or for an estimate mark.

### **Rules Governing the Submission of Assessment Tasks**

For all tasks, the School will give written indication to students concerning the nature of the task, the outcomes to be assessed, the weighting of the task and the marking guidelines to be used.

*The following rules apply for the submission of tasks:*

- Students must complete and submit an **Assessment Cover Sheet** with each submitted Assessment Task.
- All Assessments can be handed in on the due date up to **3.30 pm for Year 7-12**.
- Students may present their task **before** the **due date** to the Head of Department or Teacher in Charge.
- Any task submitted **after 3.30 pm for Year 11-12** will receive a mark of 0 (zero) unless proper evidence of illness (Medical Certificate) or misadventure (if buses are late, the staff will be aware of this) is produced. A Medical Certificate may not be written by a family member and must be given to the Head of Department on the first day the student returns to school.
- The Director of Curriculum may elect **not to accept** an assessment task from a student who **repeatedly** absents themselves from the College in the **days prior** to an assessment task **due date**, thereby gaining an advantage of extra preparation time
- Please note that if a mark of 0 (zero) has been awarded the **task must still be submitted** if the student is to receive credit for the course. Completion of assessment tasks is part of the process, which demonstrates that students have met the outcomes of the course
- When Assessment Tasks require the use of computer equipment, or when a student chooses to make use of such equipment or other technological equipment, failure of any equipment **DOES NOT** constitute a valid reason for late submission of the task. Students must make print copies and back-up on memory sticks and must allow good time to overcome any technological difficulty that may arise
- Oral tasks are often completed in class time over several consecutive class periods. The teacher in charge will arrange the order of presentation. All students **MUST** be ready to make their presentations on the **FIRST** period set down for the task



## WARNING

**Failure to ATTEMPT Assessment Tasks worth in EXCESS of 50% of the marks available for all Assessment Tasks in a course will automatically result in a student becoming ineligible to receive any award in that course.**

### Malpractice During An Assessment Task

- The NSW Education Standards (NESA) states that '**Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others.**' If a teacher finds substantial evidence that a student has engaged in any malpractice associated with an assessment task, the teacher will inform the student that the matter is to be reported to the Head of Department and Mrs Merrick.
- Those staff, the teacher and the student will meet to discuss the case. If malpractice is proven, the student would normally receive 0 (zero) for the task.
- In their 2006 pamphlet '**HSC Assessments and Submitted Works – Advice to Students**' the NSW Education Standards (NESA) listed the following examples as behaviour considered to be cheating :
  - copying, buying, stealing or borrowing someone else's work in part or in whole, and representing it as your own
  - using material directly from books, journals, CDs or the internet without acknowledging the source
  - submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged.
  - paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals

### Plagiarism

Plagiarism (claiming someone else's work or ideas as your own) is considered a serious offence by the NSW Education Standards (NESA). As of 2008 all Preliminary HSC students must complete a NSW Education Standards (NESA) course **All My Own Work** before they are able to proceed with the HSC. Arndell students complete this course at the end of Year 10. This excellent course explains in great detail what constitutes plagiarism and can be found on the NSW Education Standards (NESA) website [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) This course can be accessed by both students and parents and it is highly recommended that parents take the time to visit it. On this site you will also find a wide range of excellent advice and support material for both parents and students such as how students can manage stress throughout the HSC, study hints, advice for parents of HSC students, how students can access their results at the end of the year, past examination papers and so on.

### **Appealing Against Assessment Results**

Students should note that assessment marks given to tasks are **not normally altered**. The class teacher and the Head of Department would investigate any indication that a task has produced an unreliable or invalid result across the group. An unexpected result for one particular student **DOES NOT** indicate an unreliable or invalid assessment. Great care is taken in the setting of tasks to see that they are fair, reasonable and clearly measure outcomes of the syllabus.

### **To appeal against their result in an Assessment Task or examination a student must**

- Appeal in writing to Mrs Merrick within **3 days** of receiving the result for the task **clearly stating the grounds** for the appeal.
- Students and their parents or guardians will be invited to put their case before a **panel** made up of Mrs Merrick (Director of Curriculum), relevant Head of Department and another Head of Department within **1 week** of the date of lodgement of the written appeal. Please note that the Headmaster may elect to be part of that panel.
- The College will do everything in its power to resolve the matter within the College.
- A process of appeal to the NSW Education Standards (NESA), however, is available to students and details may be obtained from the Headmaster.

### **Homework and Assessment Tasks**

To complete Preliminary and HSC requirements, students must undertake specific tasks and will be expected to work beyond the normal homework schedule.

It is expected that in their HSC courses, students would work a minimum of 90 minutes per unit per week. Therefore a student may well be expected to work **18 hours OR more** on their 12 units.

***It is highly recommended that students read as widely as possible around their chosen subjects and practice assessment tasks and examination questions. Periods preceding exams will naturally require more study and exam preparation.***

### **NSW Education Standards (NESA) Information**

#### **Eligibility to Receive The Higher School Certificate**

Assessment tasks contribute significantly to the final ranking of a student. Students studying an HSC course must make a genuine attempt to complete course requirements.

For courses where assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks. It is emphasised that completion of assessment tasks worth exactly 50 per cent is not sufficient; tasks worth in excess of 50% must be attempted. Furthermore the student must fulfil the course completion criteria.

It is only when **both** of these conditions are met that the course is listed on the Record of Achievement.

In the case of competency-based courses, where a student has not successfully completed any modules, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine. In addition, where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at such examinations. If it is determined that a student has not made a genuine attempt to complete course requirements, Mrs Merrick/Headmaster must indicate on the Non-completion of a Higher School Certificate Course form that the course has not been satisfactorily completed.

### **Pattern of Study**

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 two units of a Board Developed Course in English
- At least three courses of two unit value or greater (either Board Developed or Board Endorsed Courses)
- At least four subjects

To satisfy the pattern of study requirements for the Higher School Certificate, you may count a maximum of six Preliminary units and six HSC units from courses in Science.

It is expected that most students in Year 12 will complete 11 or 12 units to maximize their career and future study options.

### **Work Placement**

For those students studying Vocational Education and Training (VET) courses, work placement is a mandatory HSC requirement. For each course, a minimum number of hours is required in the workplace to enable students to practice the skills learnt in the classroom and gain a much deeper understanding of the industry competencies they must achieve.

If a student fails to undertake any mandatory work placement component of a VET course, they may be determined as not having made a genuine attempt to complete course requirements.

### **Course Completion Criteria**

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

- (a) **Followed** the course developed or endorsed by the Board; and
- (b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **Achieved** some or all of the course outcomes.

### **Non-completion of a Higher School Certificate Course**

As stated under 'Students Considered At Risk Of Not Satisfactorily Completing Course Requirements' the student will initially be counselled. If a student continues to be in danger of not satisfactorily completing course requirements, the **first official written warning letter** will be issued to the student and their parents/guardians as soon as possible to enable the student to redeem themselves. A **second official written warning letter** will be issued at a **College Review** which the student and their parents will be requested to attend. Finally the Headmaster will notify the NSW Education Standards (NESA) that the student has failed to satisfactorily meet the course requirements.

### **Reviewing Your Assessment Rank At The Completion Of The HSC**

- The assessment marks are sent to the NSW Education Standards (NESA) at the completion of the HSC course.
- After the last HSC examination at the College, you may request from your Headmaster a sheet showing your rank order for the assessment in each course.
- Students may seek a **review** of their assessment **ranking** if it differs **significantly** from expectations received on performance in assessment tasks throughout the course.
- Assessment reviews will only relate to the student's **position** or **rank** in the College's Order of Merit.

***Please note a review is only a check and IS NOT to be viewed as a means of appealing against a staff member's professional judgment. MARKS are not subject to ANY form of review.***

### **Australian Tertiary Admissions Rank (ATAR)**

The universities calculate the ATAR. It is based on the aggregate of university scaled HSC marks in the best ten eligible units of satisfactorily completed Board Developed Courses comprising

- At least two units of English
- At least three Board Developed Courses of two unit value or greater
- Courses from at least four subjects

### **Records of Achievement**

Students who leave at the end of the Preliminary Year may obtain their Year 11 records of achievement from the college no earlier than February of the following year.

Students who complete their HSC Course will receive their Higher School Certificate from the NSW Education Standards (NESA). If you wish to receive the Record of School Achievement, you will need to apply online through the NSW Education Standards (NESA).

## **Subject Guide-Lines**

In the Assessment program that follows, students will find an outline of when particular assessments may be expected to occur and an indication of how the different components of courses will be assessed. The importance of each component, relative to the whole course, is indicated by a weight, expressed in percentage form.

### **The following courses are included:**

- Agriculture
- Biblical Studies
- Biology
- Business Studies
- Chemistry
- Community and Family Studies
- Drama
- Earth and Environmental Science
- Economics
- English (Advanced, Standard and Extension One Courses)
- French (Beginners and Continuers)
- Geography
- Industrial Technology – Graphics and Timber
- Investigating Science
- Information Processes and Technology
- Legal Studies
- Mathematics (Advanced, Standard and Extension One)
- History - Ancient
- History - Modern
- Music 1
- Personal Development/Health/Physical Education
- Physics
- Society & Culture
- Software Design and Development
- Sport, Leisure and Recreation – *Year 11 only, this course does not go toward an ATAR*
- Textiles and Design
- VET – Hospitality Operations
- Visual Arts

## Appendices 1

### 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 by the NSW Education Standards (NESA) to help provide a common language and consistent meaning in the Higher School Certificate documents.

To help develop your understanding of the key words used in the New HSC, the glossary has been included for your reference.

Using the glossary will help you to 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 and employ in a particular situation
Appreciate	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	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
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



## Appendices 2

### HSC: ALL MY OWN WORK

To be eligible for entry into the Higher School Certificate course, students must have completed all modules in the NSW Education Standards (NESA) unit, *All my own Work*. This may be done online and will be completed in the students' own time. Students are able to print out their results sheet which shows completion and achievement level and this is to be submitted to the Year 11 Coordinator or the NSW Education Standards (NESA) Coordinator for notification to the NSW Education Standards (NESA).

### Module 1 Scholarship Principles and Practices

#### Introduction

This introductory module considers what scholarship principles and practices are, why they are important and how students can benefit from making sure they follow the principles of ethical practice in their study for the HSC.

#### Module Outline

##### Content

What are the principles and practices of good scholarship?

What are the rights and responsibilities of students in ensuring the intellectual integrity of their work?

What is malpractice?

Why do people cheat?

Why is it wrong to cheat?

What are the consequences of cheating in the HSC?

Question: What are the key principles of ethical scholarship?

Answer: The key principles of ethical scholarship include:

- being honest about the source of information used in a piece of work
- acknowledging the words and ideas of others used in a piece of work
- listing all the sources used in developing the piece of work.

Question: What rights do students have to ensure the ethical integrity of their own work?

Answer: Students have a right to:

- respect from their peers and teachers
- clear information about what is expected in a piece of work
- guidance about how to improve their work

Question: What responsibilities do students have to ensure the ethical integrity of their own work?

Answer: Students have a responsibility to:

- fulfil the College's study requirements
- be fair and honest in all aspects of their work
- respect the rights and integrity of their peers and teachers
- make their work their own

Questions: How can students gain information about what is required of them for the HSC and school-based assessments?

Answer: Students can access:

- the NSW Education Standards (NESA) booklet regarding rules and procedures for the Higher School Certificate – including procedures
- relating to malpractice – Rules and Procedures for the HSC (NSW Education Standards (NESA) NSW 2006) PDF 19 pages (180k)
- the College's published HSC assessment policy
- the College's published assessment program

- the advice of teachers and teacher-librarians
- the modules: Acknowledging Sources, Plagiarism, Copyright and Working with Others in the HSC: All my Own Work program.

Questions: What are some examples of malpractice that are regarded as cheating?

Answers: The following practices would be regarded as cheating:

- copying in an exam
- handing in work that someone else did and presenting it as your own
- making up journal entries for a process diary or log that is documenting the process of creating a piece of work
- using someone else's ideas without acknowledging the sources(s).

Question: What are the possible consequences for students if they cheat in the course of undertaking the HSC?

Answer: Possible consequences include:

- zero marks for an assessment task
- the withholding of an HSC course
- ineligibility for the HSC
- specific school sanctions, eg. The withholding of a school reference.

## YEAR 11 ASSESSMENT SUMMARY SHEET

COURSE	TASK		WEIGHTING
<b>2019 - Term 1</b>			
11 Drama	Week 6	Individual performance and log book rese	40
11 Ancient History	Week 7	Palmyra In-class Essay & Viva	30
11 Modern History	Week 7	Cuban Revolution In-class Essay & Viva	30
11 Community and Family Studies	Week 8	Video Review	30
11 Economics	Week 8	Multiple Choice Research Task	30
11 SDD	Week 8	Research Report	20
11 Sport, Lifestyle and Recreation	Week 8	Coaching	35
11 English Standard	Week 9	Imaginative Text Reflection	30
11 English Advanced	Week 9	Imaginative Text Reflection	30
11 Earth & Environmental	Week 9	Research Task	30
11 Investigating Science	Week 9	Cause & Effect Topic Test	30
11 Physics	Week 9	Skills Test	30
11 Society and Culture	Week 9	Research Task	25
11 Biology	Week 10	Depth Study	30
11 Information Processes & Technology	Week 10	Action Research	25
11 Music I	Week 10	Composition/ musicology	40
11 Mathematics Advanced	Week 10	Assessment 1 - In-Class Test	30
11 Mathematics Standard	Week 10	Assessment 1 - In-Class Test	30
11 Textiles and Design	Week 10	Preliminary Practical Task 1	35
11 Biblical Studies	Week 11	World Religions Assessment 1	30
11 Business Studies	Week 11	Research Task	30
11 Chemistry	Week 11	Progress Test	30
11 Geography	Week 11	Research and Oral	30
11 Mathematics Extension I	Week 11	Assessment 1 - In-Class Test	30
11 Visual Arts	Week 11	Developing a Contemporary Practice	25
<b>2019 - Term 2</b>			
11 Agriculture	Week 1	Chicken Feed Trial Experiment	30
11 English Extension	Week 1	Imaginative Response	30
11 PDHPE	Week 1	In class Prepared Response	30
11 Industrial Technology - Graphics	Week 3	Design Project 1 - Engineering	35
11 Industrial Technology - Timber	Week 3	OnGuard Safety & Folio	35
11 VET Hospitality	Week 3	In Class Task	40
11 Earth and Environmental Science	Week 4	Depth Study	30
11 Physics	Week 4	Depth Study	30
11 Legal Studies	Week 5	Research Task	35
11 Biblical Studies	Week 6	World Religions Assessment 2	30
11 Economics	Week 6	Extended Response Task	30
11 Chemistry	Week 7	Depth Study	30
11 Mathematics	Week 7	Assessment 2 - Investigation	30
11 Mathematics Standard	Week 7	Assessment 2 - Investigation	30
11 Geography	Week 8	SGP	40
11 English Advanced	Week 8	Mutli-Modal	40
11 English Standard	Week 8	Multi-Modal	40
11 Information Processes & Technology	Week 8	Preliminary Project	40
11 Music I	Week 8	Aural Skills	20
11 Sport, Lifestyle and Recreation	Week 8	Healthy Habits	35
11 Ancient History	Week 9	Historical Investigation	30
11 Agriculture	Week 9	Farm Case Study In-Class Task	30
11 Drama	Week 9	Theatre ensemble	30
11 Investigating Science	Week 9	Depth Study	30
11 Mathematics Extension I	Week 9	Assessment 2 - Investigation	30
11 Modern History	Week 9	Historical Investigation	30
<b>2019 - Term 3</b>			
11 Business Studies	Week 1	Research Task	35
11 Community and Family Studies	Week 1	Research Methods	30
11 English Extension	Week 1	Critical Essay	30

11 Visual Arts	Week 1	Exploring Representations of Identity	40
11 French Beginners	Week 2	Listening/Speaking	30
11 French Continuers	Week 2	Listening/Speaking	30
11 Biology	Week 3	Research Task	30
11 PDHPE	Week 3	Lab & Report	30
11 Textiles and Design	Week 3	Preliminary Practical Task 2	35
11 Industrial Technology - Graphics	Week 5	Design Project 2 - Architectural	25
11 Legal Studies	Week 5	Research Task	30
11 SDD	Week 5	Design Project	40
11 Biblical Studies	Week 6	Psalms Response	40
11 English Extension	Week 6	Multimodal	40
11 French Continuers	Week 6	Reading/Writing	30
11 French Beginners	Week 6	Reading/Writing	30
11 Industrial Technology - Timber	Week 6	Design Project & Folio	25
11 Society and Culture	Week 7	Mini PIP	35
11 Sport, Lifestyle and Recreation	Week 7	Resistance Training	35
<b>11 Yearly Examination - all exceptions below</b>	<b>Week 8/9</b>	<b>Yearly Examamination</b>	<b>40</b>
11 Business SDtudies	Week 8/9	Yearly Examamination	35
11 Drama	Week 8/9	Yearly Examamination	30
11 Advanced English	Week 8/9	Yearly Examamination	30
11 Standard English	Week 8/9	Yearly Examamination	30
11 Geography	Week 8/9	Yearly Examamination	30
11 Information Processes & Technology	Week 8/9	Yearly Examamination	35
11 Legal Studies	Week 8/9	Yearly Examamination	35
11 Sport Lifestyle & Recreation	Week 8/9	Yearly Examamination	30
11 Textiles & Design	Week 8/9	Yearly Examamination	30
11 VET Hospitality	Week 8/9	Yearly Examamination	60
11 Visual Arts	Week 8/9	Yearly Examamination	35

## Preliminary Assessment Subject Summary

**Subject:** Agricultural Technology  
**Period:** January 2019- September 2019  
**Assessment Commences:** Term One 2019

Task Number		Task 1	Task 2	Task 3
<b>Nature of Task</b>		Chicken Feed Trial Experiment	Farm Case Study In -Class Task	End Prelim Exam
<b>Due Date</b>		Term 2, Week 1A	Term 2, Week 9A	Term 3, Week 8B/9A
<b>Outcomes Assessed</b>		P4.1, 5.1	P 1.1, 1.2, 2.3, 3.1, 5.1	* a range of outcomes will be assessed
Assessment Component	Weighting			
Knowledge and understanding of course content	40	10	10	20
Knowledge, understanding and skills required to manage Agricultural production systems	40	10	15	15
Skills in effective research, experimentation and communication	20	10	5	5
<b>Total Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Preliminary Assessment Subject Summary

<b>Subject:</b>	Ancient History 2 Unit
<b>Period:</b>	February - September 2019
<b>Assessment Commences:</b>	Term 1 2019

Task	1	2	3
<b>Task Description</b>	In-Class Essay & Interview	Historical Investigation	Yearly Examination
<b>Course Component</b>	Palmyra & Silk Road	Historical Investigation Early NK Egypt	All topics
<b>Due Date</b>	TI Week 7	TII Wk 9	TIII Wks 8-9
<b>Outcomes Assessed</b>	All	All	AH11-1; AH11-2; AH11-3; AH11-4; AH11-5; AH11-6; AH11-7; AH11-9; AH11-10

Assessment Component	Weighting			
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5	5
Communication of historical understanding in appropriate forms	20	10	5	5
Historical Inquiry and research	20		20	
Knowledge and Understanding of Course content	40	10		30
<b>Total Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Year 11 Assessment Subject Summary

<b>Subject:</b>	Biblical Studies
<b>Period:</b>	February - September 2019
<b>Assessment Commences:</b>	Term 1 2019

Task	1	2	3	
<b>Task Description</b>	World Religions Assessment 1	World Religions Assessment 2	Response to a Psalm	
<b>Course Component</b>	World Religions	World Religions	Psalms	
<b>Due Date</b>	<b>Wk 11 Term I</b>	<b>Wk 6 Term II</b>	<b>Wk 6 Term III</b>	
<b>Total Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Year 11 Assessment Subject Summary

Subject:		Year 11 Biology			
Period:		Term 1 - Term 3, 2019			
Assessment Commences:		Term 1, 2019			
<b>Task</b>		<b>1</b>	<b>2</b>	<b>3</b>	
<b>Task Description</b>		Depth Study	Research Task	Yearly Examination	
<b>Due Date</b>		<b>Term 1 Week 10</b>	<b>Term 3 Week 3</b>	<b>Term 3</b>	
<b>Outcomes Assessed</b>		Bio 11 /12 - 1, 2, 4, 5, 6, 7 Bio 11-8	Bio 11/12-3,4,5,6,7 Bio-8, 9,11	Bio11/12 - 1,2,4,5,6,7 Bio 11-8, 9, 10, 11	
<b>Assessment Component</b>		<b>Weighting</b>			
Knowledge and Understanding		40	5	10	25
Skills in Working Scientifically		60	25	20	15
<b>Total Weighting</b>		<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>



# Preliminary Assessment Subject Summary

<b>Subject:</b>		2 Unit Business Studies		
<b>Period:</b>		January - September 2019		
<b>Assessment Commences:</b>		Term 1, 2019		
<b>Task</b>		<b>Task 1 Research Task</b>	<b>Task 2 Research Extended Response Task</b>	<b>Task 3 Final Examination</b>
<b>Course Component</b>		Nature of Business	Nature of Business Business Management	Business Management Business Planning
<b>Due Date</b>		<b>Term 1 Week 11</b>	<b>Term 3 Week 1</b>	<b>Term 3 Week 8/9</b>
<b>Outcomes Assessed</b>		P1, P2, P6, P7	P4, P7, P9	P1, P2, P5, P9, P10
<b>Assessment Component</b>		<b>Weighting</b>		
Knowledge and understanding of course content	40	5	10	25
Stimulus-based skills	20	5	5	10
Inquiry and Research	20	10	10	
Communication of business information, ideas and issues in appropriate forms	20	10	10	
<b>Weighting</b>	<b>100</b>	<b>30</b>	<b>35</b>	<b>35</b>

# Preliminary Assessment Subject Summary

<b>Subject:</b>		Community and Family Studies		
<b>Period:</b>		January 2019- September 2019		
<b>Assessment Commences:</b>		Term One 2019		
<b>Task Number</b>		1	2	3
<b>Nature of Task</b>		Video Review In Class Report	Research Methods	End Preliminary Examination
<b>Due Date</b>		<b>Term 1 Week 8B</b>	<b>Term 3 Week 1A</b>	<b>Term 3, Week 8B/9A</b>
<b>Outcomes Assessed</b>		P1.1, P1.2, P4.2, P5.1 P6.1,	P4.1, P4.2	* a selection of outcomes will be assessed
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	40	10		30
Skills in critical thinking, research methodology, analysing and communicating	60	20	30	10
<b>Total Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Year 11 Assessment Subject Summary

<b>Subject:</b>	Year 11 Chemistry
<b>Period:</b>	Term 1 - Term 3, 2019
<b>Assessment Commences:</b>	Term 1, 2019

Task	1	2	3	
<b>Task Description</b>	Progress Test	Depth Study	Yearly Exam	
<b>Due Date</b>	<b>Term 1 - Week 11</b>	<b>Term 2 - Week 7</b>	<b>Exam Week 8</b>	
<b>Outcomes Assessed</b>	CH11/12-4,5,6,7 CH11-8,9	CH11/12-1,2,4,5,7 CH11-10	CH11/12-1,2,4,5,6,7 CH11-8, 9, 10, 11	
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and Understanding	40	10	5	20
Skills in Working Scientifically	60	20	25	20
<b>Total Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Year 11 Assessment Subject Summary

<b>Subject:</b>		Drama		
<b>Period:</b>		Term 1 - Term 3, 2019		
<b>Assessment Commences:</b>		Term 1 2019		
<b>Task</b>		<b>1</b>	<b>2</b>	<b>3</b>
<b>Task Description</b>		Individual Performance and logbook research	Group performance Epic Theatre Ensemble	Written Essay Examination
<b>Course Component</b>		Improvisation and Acting	Theatrical Traditions and Playbuilding	Theatrical Traditions & Performance Styles
<b>Due Date</b>		<b>Term 1 - Week 6</b>	<b>Term 2 - Week 9</b>	<b>Term 3 - Week 8</b>
<b>Outcomes Assessed</b>		P1.1, 1.4, 2.1, 2.3, 2.4,	P, 1.2, 1.3, 1.5, 1.6, 2.2, 2.3, 2.4,	P3.1, 3.2, 3.3
<b>Assessment Component</b>	<b>Weighting</b>			
Making	40%	20%	20%	
Performing	30%	20%	10%	
Critically Studying	30%			30%
<b>Total Weighting</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

# Preliminary Assessment Subject Summary

<b>Subject:</b>		Year 11 Earth and Environmental Science		
<b>Period:</b>		Term 1 - Term 3, 2019		
<b>Assessment Commences:</b>		Term 1, 2019		
<b>Task</b>		<b>1</b>	<b>2</b>	<b>3</b>
<b>Task Description</b>		Research Task	Depth Study	Yearly Exam
<b>Due Date</b>		<b>Term 1 Week 9</b>	<b>Term 2 Week 4</b>	<b>Term 3 Week 9</b>
<b>Outcomes Assessed</b>		EES 11/12-2, 6,7 EES11-11	EES 11/12-1,4,5,7 EES11-10	EES 11/12-1,2,4,5,6,7 9, 10, 11 EES11-8,
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and Understanding	40	10	10	20
Skills in Working Scientifically	60	20	20	20
<b>Total Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Preliminary Assessment Subject Summary

<b>Subject:</b>	2 Unit Economics
<b>Period:</b>	January - September 2019
<b>Assessment Commences:</b>	Term 1, 2019

Task	Task 1 Research Task	Task 2 Extended Response	Task 3 Final Examination
<b>Course Component</b>	Operation of the Economy and The Role of Business	The Nature and Role of Markets in the Australian Economy	The Nature and Role of Markets in the Australian Economy
<b>Due Date</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 8</b>
<b>Outcomes Assessed</b>	P1, P2, P5, P6, P7, P10, P12	P1, P2, P5, P6, P7, P10, P13	P1, P3, P5, P7, P8, P9, P10, P12

Assessment Component	Weighting			
Knowledge and understanding of course content	40	10	10	20
Stimulus-based skills	20	5	5	10
Inquiry and Research	20	10	10	
Communication of business information, ideas and issues in appropriate forms	20	5	5	10
<b>Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Preliminary Assessment Subject Summary

<b>Subject:</b>	Preliminary Advanced English			
<b>Period:</b>	Term 1-3, 2019			
<b>Assessment Commences:</b>	Term 1, 2019			
<b>Task number</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
<b>Nature of task</b>		<b>Imaginative text with reflection Reading to Write</b>	<b>Interactive ICT presentation (multimodal presentation)</b>	<b>Final Examination</b>
<b>Due Date</b>		Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 7–8
<b>Outcomes assessed</b>		EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8
<b>Components</b>	<b>Weighting</b>			
Knowledge and understanding of course content	<b>50</b>	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>	15	20	15
<b>Total</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## Preliminary Assessment Subject Summary

<b>Subject:</b>		Preliminary Standard English		
<b>Period:</b>		Term 1-3, 2019		
<b>Assessment Commences:</b>		Term 1, 2019		
Task number		Task 1	Task 2	Task 3
<b>Nature of task</b>		<b>Imaginative text with reflection Reading to Write</b>	<b>Interactive ICT presentation (multimodal presentation) Contemporary Possibilities</b>	<b>Final Examination</b>
<b>Due Date</b>		Term 1, Week 9	Term 2, Week 8	Term 3, Weeks 7–8
<b>Outcomes assessed</b>		EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8
Components	Weighting			
Knowledge and understanding of course content	<b>50</b>	15	20	15
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50</b>	15	20	15
<b>Total %</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>



## Preliminary Assessment Subject Summary

**Subject:** Preliminary English Extension 1

**Period:** Term 1 - 3 2019

**Assessment Commences:** Term 1 2019

Task Number		Task 1	Task 2	Task 3
<b>Nature of task</b>		<b>Imaginative response</b>	<b>Critical Essay</b>	<b>Multimodal</b>
<b>Due Date</b>		Term 2 Week 1	Term 3, Week 1	Term 3, Week 6
<b>Outcomes assessed</b>		EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5
<b>Component</b>	<b>Weighting</b>			
Knowledge and Understanding of texts and why they are valued	<b>50</b>	15	15	20
Skills in complex analysis composition and investigation	<b>50</b>	15	15	20
<b>Total %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Preliminary Assessment Subject Summary

<b>Subject:</b>	French Beginners
<b>Period:</b>	Term 1 - Term 3, 2019
<b>Assessment Commences:</b>	Term 1, 2019

Task	1	2	3
<b>Task Description</b>	Listening and Responding	Reading and Responding	Yearly Exam
<b>Course Component</b>	Listening / Speaking Skills	Reading Comprehension / Writing skills	All Skills
<b>Due Date</b>	<b>Term 3 Week 2</b>	<b>Term 3 Week 6</b>	<b>Term 3 Week 8/9</b>
<b>Outcomes Assessed</b>	P:2.1,2.2,2.3,2.4,2.5, 2.6	P: 1.1,1.2,1.3,1.4, 2.1,2.2,2.3,2.4	P:2.1,2.2,2.3,2.4,2.5,2.6,3.1,3.2,3.3,3.4
<b>Assessment Component</b>	<b>Weighting</b>		
Listening	30	15	15
Speaking	20	15	5
Reading	30		15
Writing	20		5
<b>Total Weighting</b>	<b>100</b>	<b>30</b>	<b>40</b>

# Preliminary Assessment Subject Summary

<b>Subject:</b>	French Continuers
<b>Period:</b>	Term 1 - Term 3, 2019
<b>Assessment Commences:</b>	Term 1, 2019

Task	1	2	3
<b>Task Description</b>	Listening and Responding	Reading and Responding	Yearly Exam
<b>Course Component</b>	Listening / Speaking Skills	Reading Comprehension / Writing Skills	All Skills
<b>Due Date</b>	<b>Term 3 Week 2</b>	<b>Term 3 Week 6</b>	<b>Term 3 Week 8/9</b>
<b>Outcomes Assessed</b>	P:1.1 1.2 1.3 1.4 3.1 3.2 4.1	P:2.1 2.2 2.3 3.1 3.2 4.1 4.2 4.3	P:All
Assessment Component	Weighting		
Listening	<b>30</b>	15	15
Speaking	<b>20</b>	15	5
Reading	<b>30</b>		15
Writing	<b>20</b>		5
<b>Total Weighting</b>	<b>100</b>	<b>30</b>	<b>40</b>

# Preliminary Assessment Subject Summary

<b>Subject:</b>	2 Unit Geography
<b>Period:</b>	January - September 2019
<b>Assessment Commences:</b>	Term 1, 2019

Task	Task 1 Research and Oral Task	Task 2 SGP	Task 3 Final Examination
<b>Course Component</b>	Biophysical Interaction	SGP	Global Challenges Biophysical Interactions
<b>Due Date</b>	<b>Term 1 Week 11</b>	<b>Term 2 Week 8</b>	<b>Term 3 Week 9</b>
<b>Outcomes Assessed</b>	P1, P2, P3, P5, P6, P8, P9, P10, P12	P7, P8, P9, P10, P11, P12	P2, P4, P5, P6, P10, P12

Assessment Component	Weighting			
Knowledge and understanding of course content	40	10	10	20
Geographical tools and skills	20	5	10	5
Geographical inquiry and research, including fieldwork	20	10	10	
Communication of geographical information, ideas and issues in appropriate forms	20	5	10	5
<b>Weighting</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

# Preliminary Assessment Subject Summary

<b>Subject:</b>		Industrial Technology -Graphics Technologies		
<b>Period:</b>		January 2019- September 2019		
<b>Assessment Commences:</b>		Term One 2019		
<b>Task Number</b>		1	2	3
<b>Nature of Task</b>		Design Project 1 Engineering Product with Folio	Design Project 2 Architectural Product with Folio	End Preliminary Examination
<b>Due Date</b>		<b>Term 2 Week 3A</b>	<b>Term 3, Week 5A</b>	<b>Term 3, Week 8B/9A</b>
<b>Outcomes Assessed</b>		P1.1, P1.2, P4.2, P5.1 P6.1	P2.1, P2.3, P3.2,P4.1, P4.2,P6.2	* a selection of outcomes will be assessed
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	40	5	5	30
Knowledge and skills in the management, communication and production of projects	60	30	20	10
Total Weighting	100%	35	25	40

# Preliminary Assessment Subject Summary

<b>Subject:</b>		Industrial Technology -Timber Products		
<b>Period:</b>		January 2019- September 2019		
<b>Assessment Commences:</b>		Term One 2019		
<b>Task Number</b>		1	2	3
<b>Nature of Task</b>		OnGuard Safety Training. Practice Joints & Sketches with Folio	Design Project Dovetail Trinket Box with Folio	End Preliminary Examination
<b>Due Date</b>		<b>Term 2 Week 3A</b>	<b>Term 3, Week 6B</b>	<b>Term 3, Week 8B/9A</b>
<b>Outcomes Assessed</b>		P1.1, P1.2, P4.2, P5.1 P6.1	P2.1, P2.3, P3.2,P4.1, P4.2,P6.2	* a selection of outcomes will be assessed
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	40	5	5	30
Knowledge and skills in the management, communication and production of projects	60	30	20	10
Total Weighting	100%	35	25	40

# Preliminary Assessment Subject Summary

<b>Subject:</b>	Year 11 Investigating Science
<b>Period:</b>	Term 1 - Term 3, 2019
<b>Assessment Commences:</b>	Term 1, 2019

Task	1	2	3	
<b>Task Description</b>	Cause & Effect Topic Test	Depth Study	Yearly Exam	
<b>Due Date</b>	<b>Term 1 - Week 9</b>	<b>Term 2 - Week 9</b>	<b>Exam Week 8</b>	
<b>Outcomes Assessed</b>	INS 11/12 - 1, 2, 4, 5, 7 INS 11 - 8, 9	INS 11/12-1,2,4,5,6,7 INS 11-11	INS 11/12 - 1,2,4,5,6,7 INS 11-8, 9, 10, 11	
Assessment Component	Weighting			
Knowledge and Understanding	40	10	10	20
Skills in Working Scientifically	60	20	20	20
<b>Total Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Preliminary Assessment Subject Summary

<b>Subject:</b>		Information Processes and Technology			
<b>Period:</b>		January 2019- September 2019			
<b>Assessment Commences:</b>		Term One 2019			
<b>Task Number</b>		1	2	3	
<b>Nature of Task</b>		Action Research	Preliminary Project	End Preliminary Examination	
<b>Due Date</b>		<b>Term 1, Week 10B</b>	<b>Term 2, Week 8B</b>	<b>Term 3, Week 8B/9A</b>	
<b>Outcomes Assessed</b>		P1.1, P2.1, P6.1, P6.2	P2.1, P5.1, P6.2, P7.1, P7.2	* a selection of outcomes will be assessed	
<b>Assessment Component</b>		<b>Weighting</b>			
Knowledge and understanding of course content		60	10	30	20
Knowledge and skills in the design and development of information systems		40	15	10	15
Total Weighting		100	25	40	35



# Preliminary Assessment Subject Summary

<b>Subject:</b>	2 Unit Legal Studies
<b>Period:</b>	January - September 2019
<b>Assessment Commences:</b>	Term 1, 2019

Task	Task 1 Research Task	Task 2 Research Task	Task 3 Final Examination	
<b>Course Component</b>	The Individual and the Law Native Title	Law in Practice	The Legal System Individual and the Law Law in Practice	
<b>Due Date</b>	<b>Term 2 Week 5</b>	<b>Term 3 Week 5</b>	<b>Term 3 Week 8</b>	
<b>Outcomes Assessed</b>	P1, P2, P3	P1, P3, P4, P6, P7, P8, P10	P1, P5, P7, P9, P10	
Assessment Component	Weighting			
Knowledge and understanding of course content	40	10	10	20
Analysis and evaluation	20	10	5	5
Inquiry and Research	20	10	10	
Communication of legal information, issues and ideas in appropriate forms	20	5	5	10
<b>Weighting</b>	<b>100</b>	<b>35</b>	<b>30</b>	<b>35</b>

## Preliminary Assessment Subject Summary

<b>Subject:</b>		Mathematics Advanced		
<b>Period:</b>		Year 11 2019		
<b>Assessment Commences:</b>		Term 1 2019		
<b>Task</b>		<b>1</b>	<b>2</b>	<b>3</b>
<b>Task Description</b>		<b>Assessment 1 In-Class Task</b>	<b>Assessment 2 Investigation</b>	<b>Assessment 3 Yearly Examination</b>
<b>Course Topics</b>		Algebraic Techniques, Equations and Inequalities	Functions and Calculus	Topics from previous Assessments plus, Trigonometry, Probability, Exponentials and Logarithms
<b>Due Date</b>		<b>Term 1 Week 10</b>	<b>Term 2 Week 7</b>	<b>Term 3 Week 8/9</b>
<b>Outcomes Assessed</b>		MA11-1, MA11-6	MA11-2, MA11-5, MA11-8, MA11-9	MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7
<b>Assessment Component</b>	<b>Weighting</b>			
Concepts, skills and techniques	50	15	15	20
Reasoning and communication	50	15	15	20
<b>Total Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Preliminary Assessment Subject Summary

<b>Subject:</b>		Mathematics Standard		
<b>Period:</b>		Year 11 2019		
<b>Assessment Commences:</b>		Term 1 2019		
<b>Task</b>		<b>1</b>	<b>2</b>	<b>3</b>
<b>Task Description</b>		<b>Assessment 1 In-Class Task</b>	<b>Assessment 2 Investigation</b>	<b>Assessment 3 Yearly Examination</b>
<b>Course Topics</b>		Collecting and Presenting Data, Formulas and Equations, Earning Money and Taxation	Managing a Home	Topics from previous assessments and Measurement, Probability, Linear Functions, Interest and Depreciation, Owning a Car, Analysing Data, World Location and Times, Driving Safely
<b>Due Date</b>		<b>Term 1 Week 10</b>	<b>Term 2 Week 7</b>	<b>Term 3 Week 8/9</b>
<b>Outcomes Assessed</b>		MS 11-1, MS 11-2, MS 11- 5	MS 11-2, MS 11-3, MS 11-5, MS11-9, MS11-10	MS 11-1, MS 11-2, MS 11-3, MS 11-4, MS 11-5, MS 11-6, MS 11-7, MS 11-8
<b>Assessment Component</b>	<b>Weighting</b>			
Understanding, fluency and communication	50	15	15	20
Problem-solving, reasoning and justification	50	15	15	20
<b>Total Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Preliminary Assessment Subject Summary

<b>Subject:</b>		Mathematics Extension 1		
<b>Period:</b>		Year 11 2019		
<b>Assessment Commences:</b>		Term 1 2019		
<b>Task</b>		<b>1</b>	<b>2</b>	<b>3</b>
<b>Task Description</b>		<b>Assessment 1 In-Class Task</b>	<b>Assessment 2 Investigation</b>	<b>Assessment 3 Yearly Examination</b>
<b>Course Topics</b>		Equations, Permutations, Combinations and Functions	Further functions, inverse functions and polynomials	Topics from previous Assessments plus Calculus, Trigonometry, Exponentials and Logarithms
<b>Due Date</b>		<b>Term 1 Week 11</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 8/9</b>
<b>Outcomes Assessed</b>		ME11-2, ME11-5	ME11-2, ME11-3, ME11-6, ME11-7	ME11-2, ME11-3, ME11-4, ME11-5
<b>Assessment Component</b>	<b>Weighting</b>			
Concepts, skills and techniques	50	15	15	20
Reasoning and communication	50	15	15	20
<b>Total Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## Preliminary Assessment Subject Summary

<b>Subject:</b>	Modern History 2 Unit
<b>Period:</b>	February - September 2019
<b>Assessment Commences:</b>	Term 1 2019

Task	1	2	3
<b>Task Description</b>	In-Class Essay & Interview	Historical Investigation	Yearly Examination
<b>Course Component</b>	Cuban Revolution	Historical Investigation	All topics
<b>Due Date</b>	TI Week 7	TII Wk 9	TIII Wks 8-9
<b>Outcomes Assessed</b>	All	All	MH11-1; MH11-2; MH11-3; MH11-4; MH11-5; MH11-6; MH11-7; MH11-9; MH11-10
Assessment Component	Weighting		
Historical skills in the analysis and evaluation of sources and interpretations	20	10	5
Communication of historical understanding in appropriate forms	20	10	5
Historical Inquiry and research	20		20
Knowledge and Understanding of Course content	40	10	30
<b>Total Weighting</b>	<b>100</b>	<b>30</b>	<b>40</b>

## Preliminary Assessment Subject Summary

<b>Subject:</b>		Music 1		
<b>Period:</b>		Term 1 - Term 3		
<b>Assessment Commences:</b>		Term 1 2019		
<b>Task</b>		<b>1</b>	<b>2</b>	<b>3</b>
<b>Task Description</b>		Composition portfolio and musicological research	Aural Skills	Performance and Viva Voce
<b>Due Date</b>		<b>Term One Week 10</b>	<b>Term Two Week 8</b>	<b>Term 3 Week 8</b>
<b>Outcomes Assessed</b>		P: 2, 3, 6, 7, 8	P: 4, 5, 7, 8	P:1, 4, 5. 6
<b>Assessment Component</b>	<b>Weighting</b>			
Musicology	25%	10%		15%
Composition	25%	25%		
Aural	25%	5%	20%	
Performance	25%			25%
<b>Total Weighting</b>	<b>100</b>	<b>40</b>	<b>20</b>	<b>40</b>

## Preliminary Assessment Subject Summary 2019

<b>Subject:</b>	<b>2 Unit PDHPE Preliminary Course</b>
<b>Period:</b>	<b>January 2019 - September 2019</b>
<b>Assessment Commences:</b>	<b>Term 1, 2019</b>

Task	Task 1 Research and Inclass Task	Task 2 Lab and Report	Task 3 Yearly Exam	
<b>Task Description</b>	Students are given 2 questions, one prepared and one unknown	Students complete a practical laboratory and then complete written responses	Final examination covering syllabus content	
<b>Course Component</b>	Core 1	Core 2	Core 1 First Aid                  Core 2 Fitness Choices	
<b>Due Date</b>	<b>Term 2 Week 1</b>	<b>Term 3 Week 3</b>	<b>Term 3 Weeks 8/9 (Exam Period)</b>	
<b>Outcomes Assessed</b>	1, 2, 3, 16	7, 8, 10, 11, 16, 17	2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 15, 16, 17	
Assessment Component	Weighting			
Knowledge and Understanding	35	10	10	15
Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	30	10	10	10
Skills in critical thinking, research and analysis	35	10	10	15
<b>Total Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# Preliminary Assessment Subject Summary

<b>Subject:</b>	Year 11 Physics
<b>Period:</b>	Term 1 - Term 3, 2019
<b>Assessment Commences:</b>	Term 1, 2019

Task	1	2	3	
<b>Task Description</b>	Skills test	Depth Study	Yearly Exam	
<b>Due Date</b>	<b>Term 1, Week 9</b>	<b>Term 2 - Week 4</b>	<b>Term 3</b>	
<b>Outcomes Assessed</b>	PH11/12-4,5,7 PH11-8	PH 11/12-1, 2, 4, 5, 7 PH11-9	PH 11/12-1,2,4,5,6,7 9, 10, 11 PH11-8,	
Assessment Component	Weighting			
Knowledge and Understanding	40	10	5	25
Skills in Working Scientifically	60	20	25	15
<b>Total Weighting</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>



# Preliminary Assessment Subject Summary

<b>Subject:</b>	2 Unit Society and Culture
<b>Period:</b>	January - September 2019
<b>Assessment Commences:</b>	Term 1, 2019

Task	Task 1 Research Task	Task 2 Mini - PIP	Final Exam
<b>Course Component</b>	Social and Cultural World Personal and Social Identity	Intercultural Communication	Social and Cultural World Personal and Social Identity Intercultural Communication
<b>Due Date</b>	<b>Term 1 Week 9</b>	<b>Term 3 Week 7</b>	<b>Term 3 Weeks 8</b>
<b>Outcomes Assessed</b>	P1, P3, P6, P7, P8, P10	P1, P2, P3, P5, P7, P10	P1, P4, P5, P6, P7, P8, P9, P10

Assessment Component	Weighting			
Knowledge and understanding of course content	50	15	15	20
Application and evaluation of social and cultural research methodologies	30	5	15	10
Communication of information, ideas and issues in appropriate forms	20	5	5	10
<b>Weighting</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>

# Preliminary Assessment Subject Summary

<b>Subject:</b>		Software Design and Development			
<b>Period:</b>		January 2019- September 2019			
<b>Assessment Commences:</b>		Term One 2019			
<b>Task Number</b>		1	2	3	
<b>Nature of Task</b>		Research Report	Design Project	End Preliminary Examination	
<b>Due Date</b>		<b>Term 1 Week 8B</b>	<b>Term 3, Week 5A</b>	<b>Term 3, Week 8B/9A</b>	
<b>Outcomes Assessed</b>		P2.1, 2.2 ,3.1, 6.1	P 1.2, 4.1, 4.2, 5.1,5.2,6.2,6.3	* a selection of outcomes will be assessed	
<b>Assessment Component</b>		<b>Weighting</b>			
Knowledge and understanding of course content		50	10	10	30
Knowledge and skills in the design and development of software solutions		50	10	30	10
Total Weighting		100	20	40	40

# Preliminary Assessment Subject Summary

<b>Subject:</b>	2 Unit Sport Lifestyle & Recreation Preliminary Course
<b>Period:</b>	January 2018 - September 2018
<b>Assessment Commences:</b>	Term 1, 2018

<b>Task</b>	<b>Task 1 Coaching</b>	<b>Task 2 Healthy Habits</b>	<b>Task 3 Resistance Training</b>
<b>Task Description</b>	Research and peer teaching	In class task	Students write a training program and then practical
<b>Course Component</b>	Sport Coaching & Training	Healthy Lifestyles	Resistance Training
<b>Due Date</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 8</b>	<b>Term 3 Week 7</b>
<b>Outcomes Assessed</b>	1.3, 2.1, 3.2, 3.1, 4.2, 4.5	1.5, 3.5, 4.3	1.3, 3.1 3.2, 4.4, 4.5
<b>Assessment Component</b>	<b>Weighting</b>		
Knowledge and Understanding	40	15	10
Skills in influencing personal and community health and taking action to improve participation and performance in physical activity	30	10	10
Skills in critical thinking, research and analysis	30	10	10
Skills in critical thinking, research and analysis	30	10	10
<b>Total Weighting</b>	<b>100</b>	<b>35</b>	<b>30</b>

# Preliminary Assessment Subject Summary

<b>Subject:</b>	Textiles and Design
<b>Period:</b>	January 2019- September 2019
<b>Assessment Commences:</b>	Term One 2019

Task Number	1	2	3	
<b>Nature of Task</b>	<b>Preliminary Practical Task 1</b>	<b>Preliminary Practical Task 2</b>	<b>End Preliminary Examination</b>	
<b>Timing</b>	<b>Term 1, Week 10B</b>	<b>Term 3, Week 3A</b>	<b>Term 3, Week 8B/9A</b>	
<b>Outcomes Assessed</b>	P1.1, P1.2, P2.1, P2.2, P2.3	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P3.2, P4.1	* a selection of outcomes will be assessed	
<b>Assessment Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	50	10	10	30
Skills and knowledge in the design, manufacture and management of textiles projects	50	25	25	
<b>Total Weighting</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

# Preliminary Assessment Subject Summary

<b>Subject:</b>	VET Hospitality	
<b>Period:</b>	January 2019 - September 2019	
<b>Assessment Commences:</b>	Term 1, 2019	
<b>Task</b>	<b>TASK 1</b>	<b>TASK 2</b>
<b>Course Component (Syllabus)</b>	In -Class Task	End Preliminary Examination
<b>Due Date</b>	<b>Term 2- Week 3</b>	<b>Term 3 - Week 8B/9A</b>
<b>Outcomes Assessed : A selection from this list will be assessed</b>	SITXFSA001, SITHKOP001, SITHCCC001, SITXWHS001	SITXFSA001, SITHKOP001, SITHCCC001, SITXWHS001, BSBWOR203, SITXFSA002, SITHCCC005, SITHIND002
<b>Weighting</b>	40%	60%
<b>Total Weighting</b>	<b>40%</b>	<b>60%</b>

## Preliminary Visual Arts Assessment Summary

<b>Subject:</b>		Visual Arts		
<b>Period:</b>		Term 1 2019 – Term 3 2019		
<b>Assessment commences:</b>		Semester 1 2019		
<b>Task</b>		<b>1</b>	<b>2</b>	<b>3</b>
<b>Course Component</b>		Developing a Contemporary Practice	Exploring representations of Identity	Yearly Exam
<b>Due Date</b>		<b>Term 1 Week 11</b>	<b>Term 3 Week 1</b>	<b>Term 3 Week 8/9</b>
<b>Outcomes Assessed</b>		P1, P3, P6	P2, P3, P5, P7, P8, P9	P7, P8, P9, P10
<b>Assessment Component</b>	<b>Weighting</b>			
<b>Art Criticism &amp; History</b>	<b>50</b>		15	35
<b>Artmaking</b>	<b>50</b>	25	25	
<b>Total Weighting</b>	<b>100</b>	<b>25</b>	<b>40</b>	<b>35</b>