

STAGE 6 NESA COURSE
Assessment Information
&
School Assessment Policy

**YEAR 11 2020 ASSESSMENT
INFORMATION**



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Christian Brothers' High School Lewisham

Year 11

GENERAL ASSESSMENT INFORMATION

The NSW Education Standards Authority (NESA) guidelines are in place to conduct assessments within schools generally. In the Year 11 courses students should become familiar with the processes involved in the HSC coursework assessment that are provided in the introductory pages of this handbook.

There are three types of courses approved for study for the Higher School Certificate:

1. BOARD DEVELOPED COURSES

These courses have their syllabus and examinations set by NESA.

2. BOARD CONTENT ENDORSED COURSE

Content Endorsed Courses have been developed and issued by NESA. Such Content Endorsed Courses have been adapted by NESA to meet the needs of a wider group of students. There is no external examination in these courses.

3. BOARD ENDORSED COURSES

These courses have their syllabus developed and administered by individual schools and approved by the NSW Education Standards Authority. There is no external examination in these courses.

ALL courses are based on a system where the unit is a measure of the amount of teaching time spent on the course within the school week. There are 1 unit, 2 units, and Extension (3 units) courses and, in Mathematics and English, there is an Extension 2 (4 units) course. A student takes a combination of courses so that he has a MINIMUM of ten (10) units for the HSC and twelve (12) units for Year 11. Each unit has a maximum possible mark of fifty (50).

NESA specifies that English is the only compulsory course for the HSC and Year 11.

Students who take English Studies in the 2019 HSC and want to receive an Australian Tertiary Admission Rank (ATAR) will need to remember that only 2 units of Category B courses can be included, and at least 2 units of English must be included, in the ATAR calculation. Therefore, English Studies students who want an ATAR will not be able to include any other Category B units and will need at least 8 units of Category A courses. Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.

This school requires that all students in Year 11 and Year 12 study either the Board Developed Course Studies of Religion or the Board Endorsed Course in Catholic Studies.

For each Board Developed Course, NESA will process the school HSC Course Assessment marks to fit the same spread of marks achieved in the external examination results obtained by the school in that particular course. This process is called 'Moderation' and is used to ensure that the assessment marks given by each school are comparable with those awarded by other schools in the State.

This *moderation* is based on the **raw** HSC Examination marks.

The purpose of the school assessment

The purpose of the school HSC assessment is to provide an indication of a student's attainment based on:

- (a) a wider coverage of syllabus aims and objectives than can be measured by the external examination; and
- (b) measurement throughout the entire course rather than at a single point in time.

Assessment tasks

Each subject department has developed its own Assessment Programme in accordance with NESA guidelines for its courses that specify the weightings to be given to the various components of the course. Each school teaching that course must have an assessment programme using NESA determined component weightings.

While it is not possible for actual dates to be assigned in advance for all assessment tasks, the following information on Year 11 Assessment give an indication of when the various tasks will take place by term and week. Students will be given **due notice of the actual date** of a particular task and the school will monitor the assessment situation to prevent a build-up of tasks on a particular day.

Student responsibilities

It is the responsibility of the student to be present for, and to hand in Assessment tasks at the required time.

If this is impossible for some reason (such reasons must be of an urgent nature and able to be substantiated) it is the individual **student's responsibility** to approach the Assistant Principal - Curriculum to make alternative arrangements prior to the due date for the task. For further details, see School Assessment Policy.

Review of assessments

Students should be concerned with their **ranking** within the school's course group and the relative difference between their own and other students' assessments, rather than with numerical marks. The various departments will keep students aware of their ranking on a particular task and their current cumulative ranking in the course.

After the HSC examination NESA will provide information to students on their relative positions in each course. No marks will be shown, simply a rank within the school group who attempted that course. If the RANK assigned by the school differs **SIGNIFICANTLY** from the student's expectation, based on the information provided during the course, the student may seek a review in that course. It is also possible to have an Assessment reviewed if the student believes the school did not follow procedures similar to those indicated in the Assessment programme for that course (as indicated in the course summaries which follow) or did not allocate marks according to NESA's specification for each component, or where clerical errors in the determination of the Assessment mark have occurred.

The review in November of the HSC year **will not** involve reconsideration of any teacher's marking of a student's work in any of the tasks on which the assessment has been based.

It is important during Year 11 that students understand this previous guideline and become accustomed to monitoring their own progress and take responsibility for the review of their assessment tasks.

The final HSC assessment ranking of the school within each course group will be publicised immediately after the final task in which are students are involved. Year 12 students will be notified of arrangements to obtain this information.

Putting the assessment programme into perspective

Education is about the development of people, and specific skills in those people. Examinations and assessment programmes are simply attempts to measure that development.

Assessment tasks should indicate how well the student has understood that section of the Syllabus to be assessed.

Syllabuses in all subjects are carefully designed to foster the development of students over a period of two years so each part of the syllabus, and each of the tasks, is important whether it is part of the assessment programme or not. Those students who complete all the work in all their courses will receive the maximum benefit in their personal growth from their two years in senior high schools. As an added bonus, those who practise in their non-assessment work, the skills that are tested in the

assessment programme and the HSC examination, will be doing all in their power to maximize the marks that finally appear on their HSC.

NESA's Assessment Policy is also aimed to allow students the ability to complete tasks not used in the HSC Examination format.

HSC course work

Both the Reported Assessment of the HSC Course work in each Board Course studied will be used to calculate the ATAR together with the Reported HSC exam mark (with no more than one Category B Course).

Similarly, it is only the HSC Course assessment that will appear on the student's Record of Achievement for the HSC

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

What is the record of school achievement?

- (a) A new cumulative credential replacing the School Certificate.
- (b) Awarded to students who leave school after completing Stage 5 but before completing the HSC
- (c) shows a student's achievements up until they leave school
- (d) based on moderated, school-based assessments
- (e) offers voluntary literacy and numeracy tests for students leaving school
- (f) offers optional reporting of extracurricular achievements

Reporting measures

For an eligible student leaving at the end of Year 11, the Record of School Achievement will show an A to E grade. These grades will be

- (a) based on assessment tasks;
- (b) monitored by NESA; and
- (c) submitted by the school to NESA at the end of October for Year 11 students who complete Year 11 courses.

SCHOOL ASSESSMENT POLICY FOR YEAR 11

Number of Tasks

Each department in the school is expected to formulate and submit an assessment programme for each HSC course administered by that department. The number of tasks should be suitable to achieve the aims of the assessment for that course. For a 2 unit course in Year 11 (Terms 1-3), this would be a maximum of three assessment tasks for all Board Developed Courses (excluding VET, Life Skills and Content Endorsed Courses). For a 2 unit course in Year 12 (which will commence in Term 4), a maximum of four tasks.

Assessment Period

The HSC assessment period commences in term four of Year 11 and should not extend beyond the end of August in Year 12. Special reasons would be needed to programme assessment tasks outside this period. Year 11 Assessment runs in Terms 1, 2 and 3 of Year 11.

Central Register for Scheduling of Tasks

A register of assessment tasks for each term will be established by the Assistant Principal - Curriculum and displayed on the school's Online Calendar. A maximum of two (2) assessment tasks will be allowed on any one day.

Scheduling of Tasks

Departments should distribute tasks through the assessment period. Approximate times of tasks are given in the HSC Assessment Handbook and in this Year 11 Assessment Handbook prepared for students and their parents. Exact dates are decided upon with due consideration being given for completion of programmed work and for tasks set by other departments and adequate notice is to be given to students.

Ratio of Year 11 Marks to Year 12 Marks

In accordance with NESA HSC Assessment Policies from 1995, while school assessment will be conducted in the Year 11 Courses, it is only the assessment for the HSC course work that will be used for the calculations of the HSC and the Australian Tertiary Admission Rank (ATAR). The exception to this is in Mathematics' Courses (Mathematics Advanced and Mathematics Extension 1) that may include up to twenty percent (20%) of Year 11 Course work in the calculation of the HSC Assessment.

Marks for Individual Tasks

The marks available and the components being assessed are contained in the schedules for each course in the Year 11 Scope and Sequence sheets and the HSC Course Assessment Handbook.

Task Results – Feedback to Students

After each task students are given the mark they obtained. Rank order in that particular task should also be given.

Cumulative Ranking

Current cumulative ranking will also appear on reports to parents at the end of Term 1 in Year 12 and after the Trial HSC in Year 12, as well as the Year 11 mid-course report and the report at the end of the Year 11 Examinations.

Sufficiency of Feedback

The final Assessment mark sent to NESA is confidential. Information outlined in Task Results – Feedback to Students and Cumulative Ranking (the above two headings) is sufficient to maintain the confidentiality of the Final Assessment.

Recording of Assessment Marks

Each teacher is expected to keep a record of marks obtained by students in their classes. Each KLA Coordinator is required to make provision for the recording of all assessment marks for all courses administered by his/her department. These should be recorded on a central mark register.

Student Responsibility

Students are to be briefed on the significance of the HSC Assessment and the need to approach tasks conscientiously. The time, effort and expense of preparing a Student Handbook could be cited as evidence that the school takes the assessment programme seriously.

ASSESSMENT PROCEDURE FOR YEARS 10-12

Student responsibilities when submitting assessment tasks

It is the responsibility of the student to be present for and to hand in assessment tasks at the required time.

If this is impossible for some reason (such reasons must be of an urgent nature and able to be substantiated) it is the responsibility of the student to seek alternative arrangements.

What to do if you are not at school on the day a task is to be submitted/sat

- Advise the school of your absence by 10:00 a.m. on the day the task is due. Phone the Assistant Principal - Curriculum on +61 2 8585 1713 or email at monica.obrien@cbhslewisham.nsw.edu.au
- In all cases of absence, you must submit the original medical certificate or other relevant documentation to the Assistant Principal - Curriculum before the commencement of your first period on the day of your return to school. The medical certificate/documentation should cover you for the entire period of the absence
- A completed Illness/Misadventure Form (school-based) must accompany the documentation. This form is found in the School Student Diary and is available online.
- Keep a copy of the medical certificate/documentation for your own record.
- If the reason for missing an assessment task is accepted, you will be asked to sit or submit the task on the FIRST day of your return to school.
- If your absence occurs during an examination period, you must return on the first day after the expiry of the period covered by the certificate or documentation regardless of whether you have a scheduled examination on that day or not.
- It is a requirement of NESA that all assessment tasks are attempted in order to show that students have met the outcomes of the course.
- ONLY in exceptional circumstances will an estimated mark be awarded.
- **VET/EVET Work Placement**
 - If the task is due while you are on work placement, then you must submit the task electronically by the due date.
 - If the task is an in class assessment, you must see the Assistant Principal - Curriculum prior to your work placement with the relevant documentation and appeal form.
 - Any new assessment task communicated to students while you are on work placement will be sent electronically to your school email address
 - Whilst students are undertaking work placement, students must also complete all course work for all subjects during this time
 - Students on work placement must use the Student Checklist While Away from School On Work Placement form provided by their VET teacher or Mr Katovcic (EVET) in order to organise all classwork, homework and/or learning experiences missed while on work placement
 - Students undertaking work placement is not grounds for the submission and validity of Illness/ Misadventure Forms.

Acceptable reasons for non-attendance at/late submission of assessment tasks

The only satisfactory reasons for non-attendance/late submission of assessment tasks are:

- Illness on the day the task is sat/submitted. This needs to be evidenced by a medical certificate or relevant documentation. This evidence needs to be submitted to the Assistant Principal - Curriculum on the first day of return to School
- Leave granted by the Principal well before the date of the assessment task
- Misadventure (accidents or extreme non-medical problems that can be documented). Documentation may include police reports, funeral notices, and major transport delays that can be verified.

Unacceptable reasons for non-attendance at/late submission of assessment tasks

The following are not acceptable reasons for non-attendance at, or late submission of, assessment tasks:

- Any type of computer/printer malfunction
- Early/late holidays without Principal consent
- Loss of task
- Absence from school on the day a task was distributed/notification given
- An extension/permission to be absent granted by anyone other than the Assistant Principal - Curriculum.

Special leave

- A student will receive a zero grade for an assessment task if the student takes leave without school granted permission
- A student requiring *Special Leave* must obtain written permission from the Principal before the taking of the leave. Special leave circumstances will be determined by the Principal
- This must be presented to the Assistant Principal - Curriculum before the leave is taken.

Extensions

- Extensions can only be granted by the Assistant Principal - Curriculum
- Extensions for assessment tasks will only be granted in exceptional cases. Extensions will only be granted if the student negotiates a suitable date for submission PRIOR to the due date of the assessment task.

Penalties

- Students submitting an assessment task ONE DAY late (with no acceptable reason) WILL receive a penalty of 25% of the maximum marks allocated for the task
- Students submitting an assessment task **MORE THAN ONE DAY LATE** (with no acceptable reason) will be awarded **ZERO** for the task.

Assessment tasks awarded a zero score MUST still be completed to ensure that the student satisfies the minimum outcomes and so completes the course.

Malpractice in Assessment Tasks and Examinations

Malpractice includes (but is not restricted to) the following:

- Behaviour that adversely affects the performance of other students during the sitting of an assessment task or examination.
- Cheating in any form (including having someone such as a tutor complete a take home task).
- Plagiarism- from the Internet, books or other sources, from another person's work, including peers.

- Providing a false explanation of why work was not handed in by the due date.
- Submitting an altered medical certificate.

** If a student is deemed to be guilty of malpractice, a zero award may be given for the entire task.*

** If the results of an assessment task are found to be invalid or unreliable for the entire cohort due to malpractice, then an alternative assessment task may be given- at the discretion of the Assistant Principal - Curriculum*

Zero Awards

Zero awards may be given in the following circumstances:

- A student is absent from an assessment task and has not provided acceptable evidence to justify that absence on the first day of return to School.
- A student is found to be cheating in an assessment task.
- A student has plagiarised work from any source, without providing appropriate acknowledgement of the use of another's work
- A student has provided a false explanation for the late submission of an assessment task
- A student submits an altered medical certificate
- A student has behaved in a manner that is deemed to have adversely affected the performance of others during the sitting of an assessment task or examination
- A student has made a non-serious attempt at a task
- Proof by the teacher of non-submission by the student

If a zero mark is awarded, the KLA Coordinator will send a letter of notification to the student's parent/guardian.

Examination Room and Classroom Assessment Tasks

If a student is caught cheating during a HSC Assessment Task his paper will be automatically cancelled and he will receive for that task a score of zero marks. Any appeal will involve the student presenting a *viva voca* to a panel including the relevant KLA Coordinator and teacher in the Faculty together with the Assistant Principal – Curriculum.

During a HSC Assessment Task, the student must NOT

- a. smoke, drink or eat in the examination room or classroom;
- b. speak to any person other than a teacher or supervisor during an Assessment Task;
- c. behave in any way likely to disturb the work of any other student or upset the conduct of the examination room or classroom; and
- d. attempt an Assessment Task in an examination room or classroom while under the influence of alcohol or drugs.

Students who do not comply with these rules will be reported initially to the KLA Coordinator, then to the Pastoral Coordinator and the Assistant Principal - Curriculum. The penalty may be cancellation of papers for the HSC Assessment Task and the student will receive for that task a score of zero marks.

At Home Assessment Tasks

Some HSC Assessment Tasks may be completed in the student's private study time at home. In such forms of Assessment, students who submit tasks that indicate collusion will be reported initially to the KLA Coordinator, the Pastoral Coordinator and the Assistant Principal - Curriculum. The penalty for this collusion may be cancellation of papers for the HSC Assessment Task and the student will receive for that task a score of zero marks. Students involved in any form of malpractice may make appeals to the Principal.

Some students may be unsure about how much help they can be given with their assessment tasks or submitted projects. Generally speaking, it is a good idea to seek advice and feedback on a work in progress, or to discuss ideas with your teacher, your parents, your friends or a tutor. However, it is plagiarism if you claim someone else's work as your own, and that could have serious consequences. Where a student has not acknowledged the work of another person or source and plagiarism can be proved to have occurred, that assessment task will be given a score of zero. Where a student continues to plagiarise, he may be in jeopardy of an N Determination that could have consequences for the award of the Higher School Certificate.

Any appeal will involve the student presenting a *viva voce* to a panel including the relevant KLA Coordinator and teacher in the Faculty together with the Assistant Principal – Curriculum.

Information for Absent Students

Class teachers are expected to be aware of students who may be absent when information relating to assessment tasks is given out and make certain that absent students are provided with the same information on their return to school and students involved with Industry Framework work placements are not disadvantaged.

Parallel Classes

Parallel classes should be given the same assessment tasks and measures taken to ensure parity of marking.

Disability Provisions

As the occasion arises, special and appropriate provision within the spirit of the HSC Assessment Programme will be made for students with *special needs*.

Prolonged Absences

If a student has a valid reason for a prolonged absence, that student after completing an *Illness/ Misadventure form* (school-based, see back page of this booklet), his Assessment will not be disadvantaged because of this prolonged absence. Such a student will have his final Assessment mark based on him maintaining his Assessment rank achieved on the tasks that he attempted.

Procedure for Handing in Work

At the time of giving information about the task the class teacher is expected to outline the procedures for collection of the work. The teacher should keep a record of work handed in using the school Assessment cover sheet.

Whether the task is being submitted on time, prior to the date due or late, in all but cases of teacher absence, the task should be personally handed to the student's own teacher of the relevant Subject or Course. Students MUST NOT ask other teachers to place Assessment tasks in pigeonholes or to pass the task on to the teacher responsible.

If a student's teacher is absent, the task MUST be submitted to the relevant KLA Coordinator. The student should ensure that the KLA Coordinator records receipt of the task in the student's diary and signs it. The School accepts no responsibility for student's work if they do not follow these procedures. It will be assumed the Assessment task has not been submitted if it cannot be located and the student did not follow procedure. Where practicable, a student should retain a paper or electronic copy of the task.

Students repeating Year 12

Students repeating Year 12 will have their current assessment marks recorded and then multiplied by an appropriate factor to take into account the term four Year 11 HSC Course tasks that were not done. This will be done when all Assessment tasks are completed. The student's Assessment rank will be maintained on the Year 11 tasks not attempted.

A similar procedure will be used for students transferring from other schools for Year 12.

Scaling Procedures and Assessment Marks

Marks reported in Assessment Tasks by each department may be either all raw marks or all scaled marks and rank order will be determined on the method used.

For the HSC, NESA is recommending that the School's final Assessment marks reported to NESA are raw marks.

Non-Discriminating Tasks

In the event of a task not discriminating sufficiently, the marks obtained on this task must be kept. An extra task covering the same components and material, should be given and provided that the follow up task discriminates sufficiently, the two marks for each student can be averaged to obtain the mark for that assessment item. Students will be informed if a task does not discriminate.

Distribution of NESA Sheet showing Position Within each Board Course

At a suitable time, each student is given information concerning when such sheets will be available and details about procedure to be followed in the case of School Assessment Reviews. These are provided by NESA immediately following the School's final HSC Examination in November. These Assessment sheets can be collected from the School Office.

Procedures for Conducting School Assessment Reviews

In the event of a student request for Assessment Review, a committee, consisting of the Assistant Principal – Curriculum, the KLA Coordinator of the department in which the review has been requested, and one other KLA Coordinator, will conduct the review. The findings of this committee will be made known to the student and the NESA.

Appeals to the NSW Education Standards Authority

The school accepts the responsibility of informing NESA of such appeals and providing the necessary documentation as requested by NESA.

Communication of Policies

Staff: Each teacher will be provided with an e-copy of the School Assessment Policy.

Parents: Parents will be informed of general assessment procedures at an Information Night for parents of students entering Year 11. Parents will be informed when Year 11 students are given the school prepared HSC Assessment Handbook and invited to peruse its contents.

Students: Students in Year 11 will be given a copy of the school prepared handbook at the beginning of the assessment period and via their school email account. Students will receive more particulars from class teachers, KLA Coordinators and the Assistant Principal - Curriculum as the need arises.

Electronic copies of the handbook will be available on the school's website.

Informing Parents and Students when a zero score is awarded

On any occasion a zero mark has been awarded as a penalty, it is the responsibility of the school to inform both the student and his parents and to provide details of the circumstances that led to that result.

Evaluation of the Assessment Programme

Continuous evaluation of the policies, procedures and lines of communication will be carried out by the Assistant Principal - Curriculum and KLA Coordinators. Particular difficulties, which may lead to a change in school policy, will be discussed at a meeting of KLA Coordinators after staff have been made aware of the problem and asked to make their views known to their KLA Coordinator.

The KLA Coordinator will, in turn, present such views at the meeting of Coordinators. The recommendation(s) of the meeting of KLA Coordinators will be communicated to the Principal for their endorsement.

Students at risk of 'N' determinations

It is the responsibility of the KLA Coordinators of all departments administering HSC courses to closely monitor assessment records and give timely warning to students who are in danger of not completing tasks to the value of 50% of the total assessment mark. Warnings must be in writing and a copy kept on file at the school. This applies in both Year 11 and Year 12.

Two official warnings will be made to advise students of their need to correct the outstanding Assessment tasks and the due date.

If a student fails to comply, he may be awarded a "non-satisfactory" award for that Year 11 Course or HSC Course, which may in turn, make him ineligible for the award of the HSC

The Assistant Principal – Curriculum will generate the relevant procedures when advised by the KLA Coordinator and will file documents and monitor students across the curriculum.

The Principal, who must certify that the course has not been satisfactorily studied, must be kept informed of students who fall into this category.

Advice on HSC Assessment

Advice concerning HSC Assessment can be obtained from the school. In the first instance contact should be made with the KLA Coordinator of the department that administers the course. If the advice is of a more general nature, the Assistant Principal- Curriculum should be contacted.

Conduct of the Assessment Programme

The Assessment Programme is administered in each department by the KLA Coordinator (or, in some cases, the teacher in charge). The overall assessment programme is monitored by the Assistant Principal – Curriculum. Should circumstances arise, a sub-committee of three (3) will be formed to deal with the particular problem or issue.

Students Advantaging Themselves

A student who is found to actively advantage himself relative to other students on an assessment task, may be given a score of zero on this assessment task. A student who absents himself prior to an assessment task, without adequate reason, may be seen to actively advantage himself. NESA actively encourages schools to administer this in their School Assessment Policy.

Assessment Tasks and the Use of Turnitin

In response to a mandatory directive from NESA regarding the monitoring of malpractice in Assessment tasks and a second requirement that each School in NSW maintain a Register of Malpractice, CBHS Lewisham has employed the use of software to maintain equity in assessing students especially in the HSC year, whereby Assessment accounts for fifty percent of the HSC and in the calculation of the student's ATAR. This software is named "*Turnitin*". Students in Years 7-12 will have their Assessment tasks monitored to assist their training in the appropriate use of sourced material for ethical and good practice. The training in the junior years will prepare them in the expectations of society and increase their readiness for HSC Assessment.

Turnitin is an internet-based platform for evaluating student learning. It provides a plagiarism - prevention service which checks individual documents for unoriginal content and is a deterrent to plagiarism. The results generated by Turnitin of plagiarism (expressed as a percentage) identify similarities to existing sources.

Students in Years 7-12 will be required to submit all assessment tasks (where applicable and stated on formal assessment task notifications to students) via Turnitin for teacher marking. As a result, all assessment tasks submitted by students to Turnitin for teacher marking must now have a generated score (of plagiarism) of 20% or below. The 20% leeway will ensure students are not penalised for rewriting the assessment task question, direct quotations from sources and listed titles in the bibliography. These details will be clearly explained to all students.

All assessment policies at Christian Brothers' High School clearly state that a student who is found to have plagiarised is awarded a zero mark for the particular assessment task.

The use of Turnitin supports the NESAs HSC: All My Own Work program which assists Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The NESAs decided to implement a Register of Malpractice in HSC Assessment Tasks in Term 4 with the 2015 HSC cohort and for all following HSC cohorts. The decision to create this new measure was initiated by an Independent Commission against Corruption (ICAC) investigation, which required the NESAs to develop a new register for incidents of malpractice by students undertaking HSC school assessment tasks.

BOARD DEVELOPED COURSES

Aboriginal Studies

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	40
2. Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspective	15
3. Research and inquiry methods, including aspects of the local community case study	20
4. Communication of information, ideas and issues in appropriate forms	25
TOTAL %	100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

ABORIGINAL STUDIES YEAR 11 COURSE SCHEDULE ASSESSMENT								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				COURSE TOTAL %
				1	2	3	4	
Task 1	Research / source based task	P1.1, P1.2 P2.1, P2.2, P3.2	Term 1, Week 7	10	5	10	5	30
Task 2	Individual comparative community study task	P1.2, P1.3, P2.2, P3.1, P3.2, P3.3, P4.1, P4.3	Term 3 Week 4	10	5	10	15	40
Task 3	Yearly Examination	P3.1, P4.1, P4.2	Term 3, Week 9-10	20	5		5	30
COMPONENT WEIGHTING TOTAL %				40	15	20	25	100

Outcomes – Aboriginal Studies

Knowledge and Understanding

Objectives <i>A student develops knowledge and understanding about:</i>	Year 11 Course Outcomes <i>A student:</i>
1. Social justice and human rights issues and how they impact on Aboriginal and other Indigenous peoples	<p>P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples</p> <p>P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights</p> <p>P1.3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures</p>
2. The diversity of contemporary Aboriginal and other Indigenous peoples cultural, political, social and economic life	<p>P2.1 explains the meaning of the Dreaming to Aboriginal peoples</p> <p>P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples</p>
3. Government policies, legislation and legal decisions and their impact on Aboriginal and other Indigenous peoples	<p>P3.1 describes government policies, legislation and legal decisions in relation to racism and discrimination</p> <p>P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity</p> <p>P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions</p>

Skills

Objective <i>A student develops skills to:</i>	Year 11 Course Outcomes <i>A student:</i>
4. investigate issues and communicate information from a variety of perspectives	<p>P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives</p> <p>P4.2 undertakes community consultation and fieldwork and applies ethical research practices</p> <p>P4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples</p>

Ancient History

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	40
2. Source-based Skills: analysis, synthesis and evaluation of historical information from a variety of sources	20
3. Historical inquiry and research	20
4. Communication of Historical understanding in appropriate forms	20
TOTAL %	100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

ANCIENT HISTORY								
YEAR 11 COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				COURSE TOTAL %
				1	2	3	4	
Task 1	Source Analysis and Speech	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	Term 1 Week 7	10	10	10	5	35
Task 2	Historical Investigation	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9	Term 2 Week 2	10	5	10	5	30
Task 3	Yearly Examination	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-9	Term 3 Week 9-10	20	5		10	35
COMPONENT WEIGHTING TOTAL %				40	20	20	20	100

Outcomes – Ancient History

Knowledge and Understanding

Objectives <i>Students develop:</i>	Year 11 Course Outcomes <i>A student:</i>
<ol style="list-style-type: none"> 1. knowledge and understanding of a range of features, people, places, events and developments of the ancient world in their historical context 2. an understanding of continuity and change over time 	<p>AH11-1 describes the nature of continuity and change in the ancient world</p> <p>AH11-2 proposes ideas about the varying causes and effects of events and developments</p> <p>AH11-3 analyses the role of historical features, individuals and groups in shaping the past</p> <p>AH11-4 accounts for the different perspectives of individuals and groups</p> <p>AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world</p>

Skills

Objectives <i>Students develop skills to:</i>	Year 11 Course Outcomes <i>A student:</i>
<ol style="list-style-type: none"> 3. undertake the process of historical inquiry 4. use historical concepts and skills to examine the ancient past 5. communicate an understanding of history, sources and evidence, and historical interpretations 	<p>AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument</p> <p>AH11-7 discusses and evaluates differing interpretations and representations of the past</p> <p>AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources</p> <p>AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms</p> <p>AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history</p>

Biology

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Skills in working scientifically	60
2.	Knowledge and understanding of course content	40
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

BIOLOGY YEAR 11 COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Practical Examination	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-5, BIO11/12-6, BIO11-8	Term 1 Week 8	20	10	30
Task 2	Depth Study	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-9, BIO11-10	Term 2 Week 10	20	10	30
Task 3	Yearly Examination	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	Term 3 Week 9-10	20	20	40
COMPONENT WEIGHTING TOTAL %				60	40	100

Outcomes - Biology

Skills

Objectives <i>Students develop skills in:</i>	Year 11 Course Outcomes <i>A student:</i>
1. Applying the processes of Working Scientifically <ul style="list-style-type: none"> a. Questioning and predicting b. Planning investigations c. Conducting investigations d. Processing data and information e. Analysing data and information f. Problem solving g. Communicating 	BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media BIO11/12-5 analyses and evaluates primary and secondary data and information BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

Objectives <i>Students develop knowledge and understanding of:</i>	Year 11 Course Outcomes <i>A student:</i>
2. the structure and function of organisms	BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
3. the Earth's biodiversity and the effect of evolution	BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Business Studies

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of course content	40
2.	Stimulus based skills	20
3.	Inquiry and research	20
4.	Communication of business information, ideas and issues in appropriate forms	20
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

BUSINESS STUDIES YEAR 11 COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	DUE DATE	COMPONENTS				COURSE TOTAL %
				1	2	3	4	
Task 1	Stimulus-Report	P1, P2, P6, P7, P8	Term 1 Week 8	10	10	5	5	30
Task 2	Research/Report	P1, P3, P4, P5, P6, P7, P8, P9, P10	Term 2 Week 7	10		15	5	30
Task 3	Yearly Examination	P1, P2, P3, P4, P5, P6, P8, P9, P10	Term 3 Week 9-10	20	10		10	40
COMPONENT WEIGHTING TOTAL %				40	20	20	20	100

Outcomes – Business Studies

Knowledge and Understanding

Objectives <i>The student develops knowledge and understanding about:</i>	Year 11 Course Outcomes <i>A student:</i>
1. the nature, role and structure of business	P1 discusses the nature of business, its role in society and types of business structure
2. internal and external influences on business	P2 explains the internal and external influences on businesses P3 describes the factors contributing to the success or failure of small to medium enterprises
3. the functions and processes of business activity	P4 assesses the processes and interdependence of key business functions
4. management strategies and their effectiveness	P5 examines the application of management theories and strategies P6 analyses the responsibilities of business to internal and external stakeholders

Skills

Objectives <i>A student develops skills to:</i>	Year 11 Course Outcomes <i>A student:</i>
5. investigate, synthesise and evaluate contemporary business issues and hypothetical and actual business situations	P7 plans and conducts investigations into contemporary business issues P8 evaluates information for actual and hypothetical business situations
6. communicate business information and issues using appropriate formats	P9 communicates business information and issues in appropriate formats
7. apply mathematical concepts appropriate to business situations	P10 apply mathematical concepts appropriately in business situations

Chemistry

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Skills in working scientifically	60
2.	Knowledge and understanding of course content	40
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

CHEMISTRY YEAR 11 COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Practical Examination	CH11/12-2, CH11/12-3, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8	Term 1 Week 8	20	10	30
Task 2	Depth Study	CH11/12-1, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11-9, CH11-10	Term 2 Week 10	20	10	30
Task 3	Yearly Examination	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11/12-8, CH11-9, CH11-10, CH11-11	Term 3 Week 9-10	20	20	40
COMPONENT WEIGHTING TOTAL %				60	40	100

Outcomes – Chemistry

Skills

Objectives <i>A student develops skills in:</i>	Year 11 Course Outcomes <i>A student:</i>
1. applying the processes of Working Scientifically <ul style="list-style-type: none"> a. Questioning and predicting b. Planning investigations c. Conducting investigations d. Processing data and information e. Analysing data and information f. Problem solving g. Communicating 	<ul style="list-style-type: none"> CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media CH11/12-5 analyses and evaluates primary and secondary data and information CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

Objectives <i>Students develop skills in:</i>	Year 11 Course Outcomes <i>A student:</i>
2. applying the processes of Working Scientifically	<ul style="list-style-type: none"> CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions CH11-11 analyses the energy considerations in the driving force for chemical reactions

Economics

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding	40
2.	Stimulus-based skills	20
3.	Inquiry and research	20
4.	Communication of economic information, ideas and issues	20
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

ECONOMICS								
YEAR 11 COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				COURSE TOTAL %
				1	2	3	4	
Task 1	Research/Report	P1, P2, P4, P7, P10, P12	Term 1 Week 9	10		10	10	30
Task 2	Research/Extended Response	P1, P2, P3, P5, P6, P7, P8, P9, P10, P12	Term 2 Week 8	5	10	10	5	30
Task 3	Yearly Examination	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	Term 3 Week 9-10	25	10		5	40
COMPONENT WEIGHTING TOTAL %				40	20	20	20	100

Outcomes - Economics

Knowledge and Understanding

Objectives <i>A student will develop knowledge and understanding about:</i>	Year 11 Course Outcomes <i>A student:</i>
1. the economic behaviour of individuals, firms, institutions and governments	P1 demonstrates understanding of economic terms, concepts and relationships P2 explains the economic role of individuals, firms and government in an economy
2. the function and operation of markets	P3 describes, explains and evaluates the role and operation of markets
3. the operation and management of economies	P4 compares and contrasts aspects of different economies P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy P6 explains the role of government in the Australian economy
4. contemporary economic problems and issues facing individuals, firms and governments	P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments

Skills

Objectives <i>A student develops skills to:</i>	Year 11 Course Outcomes <i>A student:</i>
5. investigate and engage in effective analysis, synthesis and evaluation of economic information from a variety of sources	P8 applies appropriate terminology, concepts and theories in economic contexts P9 selects and organises information from a variety of sources for relevance and reliability P10 communicates economic information, ideas and issues in appropriate forms P11 applies mathematical concepts in economic contexts
6. communicate economic information, ideas and issues in appropriate forms	P12 works independently and in groups to achieve appropriate goals in set timelines

Engineering Studies

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of course content	60
2.	Knowledge and skills research, problem solving and communication related to engineering practice	40
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

ENGINEERING STUDIES YEAR 11 COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Engineered Product Analysis	P1.2, P2.1, P4.1, P4.2	Term 1 Week 10	10	20	30
Task 2	Engineering Report	P1.1, P2.2, P3.1, P3.2, P4.3, P5.1, P5.2, P6.2	Term 2 Week 8	10	20	30
Task 3	Yearly Examination	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1	Term 3 Week 9-10	40		40
COMPONENT WEIGHTING TOTAL %				60	40	100

Outcomes – Engineering Studies

Objectives <i>Students will develop:</i>	Year 11 Course Outcomes <i>A student:</i>
1. Understanding of the scope of engineering and the role of the engineer	P1.1 Identifies the scope of engineering and recognises current innovations P1.2 Explains the relationship between properties, structure, uses and applications of materials in engineering
2. Knowledge and understanding of engineering principles and an appreciation of the responsibilities of engineers in society	P2.1 Describes the types of materials, components and processes and explains their implications for engineering development P2.2 Describes the nature of engineering in specific fields and its importance to society
3. Communication skills appropriate to engineering practices	P3.1 Uses mathematical, scientific and graphical methods to solve problems of engineering practice P3.2 Develops written, oral and presentation skills and applies these to engineering reports P3.3 Applies graphics as a communication tool
4. Knowledge and understanding of developments in technology and an appreciation of their influence on people and engineering practice	P4.1 Describes developments in technology and their impact on engineering products P4.2 Describes the influence of technological change on engineering and its effect on people P4.3 Identifies the social, environmental and cultural implications of technological change in engineering
5. Management and problem-solving in engineering contexts	P5.1 Demonstrates the ability to work both individually and in teams P5.2 Applies management and planning skills related to engineering
6. Skills in the application of engineering methodology	P6.1 Applies knowledge and skills in research and problem solving related to engineering P6.2 Applies skills in analysis, synthesis and experimentation related to engineering

English Standard

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of course content	50
2.	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
TOTAL %		100

The language modes of listening, speaking, reading, writing, viewing and representing are assessed across all components.

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

ENGLISH STANDARD ASSESSMENT SCHEDULE						
TASK NO	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENT		COURSE TOTAL %
				1	2	
1.	Reading/Writing Task – Imaginative Text	EN11-3, EN11-4 EN11-5, EN11-9	Term 1, Week 9	15	15	30
2.	Listening/Viewing/ Speaking/Representing Task – Multimodal Presentation	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	Term 2, Week 9	20	20	40
3.	Yearly Examination – Reading/Writing	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	Term 3, Week 9-10	15	15	30
COMPONENT WEIGHTING TOTAL %				50	50	100

Outcomes – English Standard

Knowledge, Understanding and Skills

Objectives <i>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:</i>	Year 11 Course Outcomes <i>A student:</i>
A. communicate through speaking, listening, reading, writing, viewing and representing	<p>EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure</p> <p>EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies</p>
B. use language to shape and make meaning according to purpose, audience and context	<p>EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning</p> <p>EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts</p>
C. think in ways that are imaginative, creative, interpretive and critical	<p>EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments</p> <p>EN11-6 investigates and explains the relationships between texts</p>
D. express themselves and their relationships with others and their world	<p>EN11-7 understands and explains the diverse ways texts can represent personal and public worlds</p> <p>EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning</p>
E. learn and reflect on their learning through their study of English	<p>EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner</p>

English Advanced

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of course content	50
2.	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
TOTAL %		100

The language modes of listening, speaking, reading, writing, viewing and representing are assessed across all components.

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

ENGLISH ADVANCED YEAR 11 COURSE ASSESSMENT SCHEDULE						
TASK NO	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENT		COURSE TOTAL %
				1	2	
Task 1	Reading/Writing Task – Imaginative Text	EA11-3, EA11-4 EA11-5, EA11-9	Term 1, Week 9	15	15	30
Task 2	Listening/Viewing/ Speaking/Representing Task – Multimodal Presentation	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7 EA11-9	Term 2, Week 9	20	20	40
Task 3	Yearly Examination - Reading/Writing	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	Term 3, Week 9-10	15	15	30
COMPONENT WEIGHTING TOTAL %				50	50	100

Outcomes – English Advanced

Knowledge, Understanding and Skills

Objectives <i>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:</i>	Year 11 Course Outcomes <i>A student:</i>
A. communicate through speaking, listening, reading, writing, viewing and representing*	EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
B. use language to shape and make meaning according to purpose, audience and context	EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
C. think in ways that are imaginative, creative, interpretive and critical	EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments EA11-6 investigates and evaluates the relationships between texts
D. express themselves and their relationships with others and their world	EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognizes how they are valued EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning
E. learn and reflect on their learning through their study of English	EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

English Extension 1

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 1 unit

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of course content	50
2.	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
TOTAL %		100

The language modes of listening, speaking, reading, writing, viewing and representing are assessed across all components.

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

ENGLISH EXTENSION 1 YEAR 11 COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENT		COURSE TOTAL %
				1	2	
Task 1	Reading/Writing - Imaginative Response	EE11-2, EE11-3, EE11-6	Term 1, Week 10	15	15	30
Task 2	Multimodal Presentation - Independent Related Project	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	Term 2, Week 9-10	20	20	40
Task 3	Yearly Examination - Reading/Writing	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	Term 3, Week 9-10	15	15	30
COMPONENT WEIGHTING TOTAL %				50	50	100

Outcomes – English Extension 1

Knowledge, Understanding and Skills

Objectives <i>Through responding to and composing a wide range of texts and through the critical study of texts, students will develop knowledge, understanding and skills in order to:</i>	Year 11 Course Outcomes <i>A student:</i>
A. articulate understanding through speaking, listening, reading, writing, viewing and representing	EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
B. craft language to shape meaning and express imaginative, creative, interpretive and critical responses to a range of texts	EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
C. express imaginative, creative, interpretive and critical ideas based on sophisticated analysis and theorising about complex texts and values	EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts EE11-4 develops skills in research methodology to undertake effective independent investigation
D. express understanding of how cultural, historical and social contexts are represented in critical and creative texts	EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
E. reflect on and evaluate their own processes of learning and creativity	EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

English Studies

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

Students studying English Studies may elect to undertake an optional HSC examination. Should a student seek an Australian Tertiary Admission Rank (ATAR), the examination mark will be used by the Universities Admissions Centre (UAC) to calculate the ATAR. Students who do not sit for the English Studies HSC examination are not eligible for the calculation of an ATAR.

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of course content	50
2.	Skills in <ul style="list-style-type: none"> - comprehending texts - communicating ideas - using language accurately, appropriately and effectively 	50
TOTAL %		100

The language modes of listening, speaking, reading, writing, viewing and representing are assessed across all components.

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

ENGLISH STUDIES YEAR 11 COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Reading/Writing – Written Report Mandatory Module	ES11-1, ES11-4, ES11-5, ES11-6	Term 1, Week 8	15	15	30
Task 2	Listening/Viewing/Speaking/Representation Task - Multimodal Presentation Elective Module	ES11-2, ES11-6, ES11-7, ES11-8	Term 2, Week 6	15	15	30
Task 3	Reading/Writing/Representing – Collection of classwork Elective Module	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	Term 3, Week 7	20	20	40
COMPONENT WEIGHTING TOTAL %				50	50	100

Outcomes – English Studies

Knowledge, Understanding and Skills

Objectives <i>Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:</i>	Year 11 Course Outcomes <i>A student:</i>
<p>A. communicate through speaking, listening, reading, writing, viewing and representing</p>	<p>ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes</p> <p>ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts</p> <p>ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways</p> <p>ES11-4 composes a range of texts with increasing accuracy and clarity in different forms</p>
<p>B. use language to shape and make meaning according to purpose, audience and context</p>	<p>ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts</p> <p>ES11-6 uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes</p>
<p>C. think in ways that are imaginative, creative, interpretive and critical</p>	<p>ES11-7 represents own ideas in critical, interpretive and imaginative texts</p>
<p>D. express themselves and their relationships with others and their world</p>	<p>ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade</p>
<p>E. learn and reflect on their learning through their study of English</p>	<p>ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning</p>

Industrial Technology

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of course content	40
2.	Knowledge and skills in the management, communication and production of projects	60
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

INDUSTRIAL TECHNOLOGY YEAR 11 COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Planning and Communication	P3.1, P3.3, P5.1, P5.2	Term 1 Week 9	20	5	25
Task 2	Preliminary Project	P2.1, P2.2, P3.2, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	Term 3 Week 6	10	30	40
Task 3	Yearly Examination	P1.1, P1.2, P2.1, P3.1, P4.1, P4.2, P4.3, P5.1, P6.1, P7.1, P7.2	Term 3 Week 9-10	10	25	35
COMPONENT WEIGHTING TOTAL %				40	60	100

Outcomes – Industrial Technology

Knowledge, Understanding and Skills

Objectives <i>Students will develop:</i>	Year 11 Course Outcomes <i>A student:</i>
1. knowledge and understanding of the focus area industry and of manufacturing processes and techniques used by industry	P1.1 describes the organisation and management of an individual business within the focus area industry P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
2. knowledge and understanding of safe and cooperative work practices and of the need for a safe and cooperative work environment	P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques P2.2 works effectively in team situations
3. competence in designing, managing and communicating within a relevant industry context	P3.1 sketches, produces and interprets drawings in the production of projects P3.2 applies research and problem-solving skills P3.3 demonstrates appropriate design principles in the production of projects
4. knowledge and skills in producing quality products	P4.1 demonstrates a range of practical skills in the production of projects P4.2 demonstrates competency in using relevant equipment, machinery and processes P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
5. knowledge and skills in communication and information processing related to the industry focus area	P5.1 uses communication and information processing skills P5.2 uses appropriate documentation techniques related to the management of projects
6. an appreciation of quality products and the principles of quality control	P6.1 identifies the characteristics of quality-manufactured products P6.2 identifies and explains the principles of quality and quality control
7. an appreciation of the relationships between technology, the individual, society and the environment	P7.1 identifies the impact of one related industry on the social and physical environment P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

Information Processes and Technology

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of course content	60
2.	Knowledge and skills in the design and development of information systems	40
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any changes to the table below are to be advised to the student.

INFORMATION PROCESSES & TECHNOLOGY YEAR 11 COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Spreadsheet & Database Practical Examination	P5.1, P6.1, P6.2, P7.1, P7.2	Term 2 Week 5	20	10	30
Task 2	Personal Project	P1.1, P1.2, P2.1, P2.2, P3.1, P5.1, P6.1, P6.2, P7.1	Term 3 Week 8	10	20	30
Task 3	Yearly Examination	P1.1, P1.2, P2.2, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2, P7.1	Term 3 Week 9-10	30	10	40
COMPONENT WEIGHTING TOTAL %				60	40	100

Outcomes – Information Processes and Technology

Knowledge, Understanding and Skills

Objectives <i>Students will develop:</i>	Year 11 Course Outcomes <i>A student:</i>
1. knowledge and understanding of the nature and function of information systems	P1.1 describes the nature of information processes and information technology P1.2 classifies the functions and operations of information processes and information technology
2. knowledge and understanding of interrelationships among information processes	P2.1 identifies and describes the information processes within an information system P2.2 recognises and explains the interdependence between each of the information processes
3. an understanding and appreciation of social and ethical issues pertaining to information systems, technologies and processes	P3.1 identifies and describes social and ethical issues
4. an understanding and appreciation of the emerging nature of information systems, technologies and processes within a historical context	P4.1 describes the historical development of information systems and relates these to current and emerging technologies
5. skills in the discriminatory selection and ethical use of appropriate resources and tools to support information systems	P5.1 selects and ethically uses computer based and non-computer based resources and tools to process information
6. skills and techniques to creatively and methodically plan, design and implement information systems to address needs	P6.1 analyses and describes an identified need P6.2 generates ideas, considers alternatives and develops solutions for a defined need
7. skills in management, communication and teamwork in relation to individual and group activities	P7.1 recognises, applies and explains management and communication techniques used in individual and team-based project work P7.2 uses and justifies technology to support individuals and teams

Italian Beginners

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Listening	30
2.	Reading	30
3.	Speaking	20
4.	Writing	20
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

ITALIAN BEGINNERS YEAR 11 COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				COURSE TOTAL %
				1	2	3	4	
Task 1	Response to spoken/visual texts/oral presentation - Family Life	2.2, 2.3, 2.6, 3.1, 3.2, 3.3, 3.4	Term 1 Week 9	20		10		30
Task 2	Response in English and Italian to a series of emails - Recreation	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5	Term 2 Week 6		20		10	30
Task 3	Yearly Examination	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	Term 3 Week 9-10	10	10	10	10	40
COMPONENT WEIGHTING TOTAL %				30	30	20	20	100

Outcomes – Italian Beginners

Objectives <i>The student will:</i>	Year 11 Course Outcomes <i>A student</i>
1. Interacting	1.1 establishes and maintains communication in Italian 1.2 manipulates linguistic structures to express ideas effectively in Italian 1.3 sequences ideas and information 1.4 applies knowledge of the culture of Italian- speaking communities to interact appropriately
2. Understanding Texts	2.1 understands and interprets information in texts using a range of strategies 2.2 conveys the gist of and identifies specific information in texts 2.3 summarises the main points of a text 2.4 draws conclusions from or justifies an opinion about a text 2.5 identifies the purpose, context and audience of a text 2.6 identifies and explains aspects of the culture of Italian-speaking communities in texts
3. Producing Texts	3.1 produces texts appropriate to audience, purpose and context 3.2 structures and sequences ideas and information 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian 3.4 applies knowledge of the culture of Italian- speaking communities to the production of texts.

Italian Continuers

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Listening	30
2.	Reading	30
3.	Speaking	20
4.	Writing	20
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

ITALIAN CONTINUERS YEAR 11 COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				COURSE TOTAL %
				1	2	3	4	
Task 1	Recounting an event <i>Young people and friends</i>	1.1, 1.2, 1.3, 1.4, 3.1, 3.2	Term 1 Week 9	20		10		30
Task 2	Design an information brochure <i>Food, healthy habits and pasta</i>	2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1, 4.2, 4.3	Term 2 Week 6		20		10	30
Task 3	Yearly Examination	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	Term 3 Week 9-10	10	10	10	10	40
COMPONENT WEIGHTING TOTAL %				30	30	20	20	100

Outcomes – Italian Continuers

Objectives <i>The student will:</i>	Year 11 Course Outcomes <i>A student</i>
1. exchange information, opinions and experiences in Italian	1.1 uses a range of strategies to maintain communication 1.2 conveys information appropriate to context, purpose and audience 1.3 exchanges and justifies opinions and ideas 1.4 reflects on aspects of past, present and future experience
2. express ideas through the production of original texts in Italian	2.1 applies knowledge of language structures to create original text 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience 2.3 structures and sequences ideas and information
3. analyse, process and respond to texts that are in Italian	3.1 conveys the gist of texts and identifies specific information 3.2 summarises the main ideas 3.3 identifies the tone, purpose, context and audience 3.4 draws conclusions from or justifies an opinion 3.5 interprets, analyses and evaluates information 3.6 infers points of view, attitudes or emotions from language and context
4. understand aspects of the language and culture of Italian-speaking cultural significance	4.1 recognises and employs language appropriate to different social contexts 4.2 identifies values, attitudes and beliefs of cultural significance 4.3 reflects upon significant aspects of language and culture

Written or spoken text created by students incorporating their own ideas.

Legal Studies

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of course content	40
2.	Analysis and evaluation	20
3.	Inquiry and research	20
4.	Communication of legal information, ideas and issues in appropriate forms	20
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

LEGAL STUDIES YEAR 11 COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				COURSE TOTAL %
				1	2	3	4	
Task 1	Research – The Legal System	P1, P2, P3, P4, P7, P8, P9	Term 1 Week 9	10	5	10	5	30
Task 2	Essay on a Contemporary Issue – Women	P1, P2, P3, P4, P5, P6, P7, P8, P9	Term 2 Week 8	10	5	10	5	30
Task 3	Yearly Examination	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	Term 3 Week 9-10	20	10		10	40
COMPONENT WEIGHTING TOTAL %				40	20	20	20	100

Outcomes – Legal Studies

Knowledge and Understanding

Objectives <i>A student develops knowledge and understanding about:</i>	Year 11 Course outcomes <i>A student:</i>
1. the nature and institutions of domestic and international law	P1 identifies and applies legal concepts and terminology P2 describes the key features of Australian and international law
2. the operation of Australian and international legal systems and the significance of the rule of law	P3 describes the operation of domestic and international legal systems P4 discusses the effectiveness of the legal system in addressing issues
3. the interrelationship between law, justice and society and the changing nature of the law	P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change P6 explains the nature of the interrelationship between the legal system and society P7 evaluates the effectiveness of the law in achieving justice

Skills

Objectives <i>A student develops skills in:</i>	Year 11 Course Outcomes <i>A student:</i>
4. investigating, analysing and communicating relevant legal information and issues	P8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents P9 communicates legal information using well-structured responses P10 accounts for differing perspectives and interpretations of legal information and issues

Mathematics Standard

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS	WEIGHTING %
1. Understanding, fluency and communication	50
2. Problem solving, reasoning and justification	50
TOTAL %	100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

MATHEMATICS STANDARD YEAR 11 COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Task of limited scope	MS11-1, MS11-2, MS11-3, MS11-5, MS11-6, MS11-10	Term 1 Week 9	15	15	30
Task 2	Task 2 – Investigation	MS11-9, MS11-10	Term 2 Week 6	15	15	30
Task 3	Yearly Examination	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	Term 3 Week 9-10	20	20	40
COMPONENT WEIGHTING TOTAL %				50	50	100

Outcomes – Mathematics Standard

Objectives Students:	Year 11 Mathematics Standard outcomes A student:
1. Develop the ability to apply reasoning, and the use of appropriate language, in the evaluation and construction of arguments and the interpretation and use of models based on mathematical concepts Year 11 Mathematics	MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems MS11-2 represents information in symbolic, graphical and tabular form
2. Develop the ability to use concepts and apply techniques to the solution of problems in algebra and modelling, measurement, financial mathematics, data and statistics, probability and networks	MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units MS11-4 performs calculations in relation to two-dimensional figures MS11-5 models relevant financial situations using appropriate tools MS11-6 makes predictions about everyday situations based on simple mathematical models MS11-7 develops and carries out simple statistical processes to answer questions posed MS11-8 solves probability problems involving multistage events
3. Develop the ability to use mathematical skills and techniques, aided by appropriate technology, to organise information and interpret practical situations	MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts
4. Develop the ability to interpret and communicate mathematics in a variety of written and verbal forms, including diagrams and graphs	MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Mathematics Advanced

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS	WEIGHTING %
1. Understanding, fluency and communication	50
2. Problem solving, reasoning and justification	50
TOTAL %	100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

MATHEMATICS ADVANCED YEAR 11 COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Task of limited scope	MA11-1, MA11-2, MA11-9	Term 1 Week 9	15	15	30
Task 2	Investigation project or assignment	MA11-8, MA11-9, MA11-4, MA11-5	Term 2 Week 6	15	15	30
Task 3	Yearly Examination	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9	Term 3 Week 9-10	20	20	40
COMPONENT WEIGHTING TOTAL %				50	50	100

Outcomes – Mathematics Advanced

Objectives	Mathematics Year 11 Course Outcomes
Students will develop:	A student:
1. Knowledge, skill and understanding about efficient strategies for pattern recognition, generalisation and modeling techniques.	MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
2. The ability to use mathematical concepts and skills and apply complex techniques to the modelling and solution of problems in algebra and functions, measurement, financial mathematics, calculus, data, statistics and probability	MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
3. The ability to use advance mathematical models and techniques, aided by appropriate technology, to organise information, investigate, model and solve problems and interpret a variety of practical situations	MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
4. The ability to communicate and interpret mathematics logically and concisely in a variety of forms	MA11-9 provides reasoning to support conclusions which are appropriate to the context

Mathematics Extension 1

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 1 unit

COMPONENTS	WEIGHTING %
1. Understanding, fluency and communication	50
2. Problem solving, reasoning and justification	50
TOTAL %	100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

MATHEMATICS EXTENSION 1 YEAR 11 COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Task of limited scope	ME11-1, ME11-2	Term 1 Week 9	15	15	30
Task 2	Investigation project or assignment	ME11-6, ME11-7	Term 2 Week 6	15	15	30
Task 3	Yearly Examination	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7	Term 3 Week 9-10	20	20	40
COMPONENT WEIGHTING TOTAL %				50	50	100

Outcomes – Mathematics Extension 1

Objectives	Mathematics Year 11 Course Outcomes
Students will develop:	A student:
1. Efficient strategies to solve problems using pattern recognition, generalization, proof and modelling techniques	ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
2. The ability to use concepts and skills and apply complex techniques to the solution of problems and modelling in areas of trigonometry, functions, calculus, proof, vectors and statistical analysis	ME11-2 manipulates algebraic expressions and graphical functions to solve problems ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering
3. Use technology effectively and apply critical thinking to recognize appropriate times for such use	ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
4. The ability to interpret, justify and communicate mathematics in a variety of forms	ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Modern History

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of course content	40
2.	Historical skills in the analysis and evaluation of sources and interpretations	20
3.	Historical inquiry and research	20
4.	Communication of historical understanding in appropriate forms	20
TOTAL		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

MODERN HISTORY YEAR 11 COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				COURSE TOTAL %
				1	2	3	4	
Task 1	Sourced Based Task	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	Term 1 Week 9	10	10	10	5	35
Task 2	Historical Investigation	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9	Term 2 Week 2	10	5	10	5	30
Task 3	Yearly Examination	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-9	Term 3 Week 9-10	20	5		10	35
COMPONENT WEIGHTING TOTAL %				40	20	20	20	100

Outcomes – Modern History

Knowledge, Understanding and Skills

Objectives Students:	Year 11 Course Outcomes A student:
1. develop knowledge and understanding of a range of features, people, ideas, movements, events and developments of the modern world in their historical context 2. develop an understanding of continuity and change over time.	MH11-1 describes the nature of continuity and change in the modern world MH11-2 proposes ideas about the varying causes and effects of events and developments MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past MH11-4 accounts for the different perspectives of individuals and groups MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world
3. undertake the process of historical inquiry 4. use historical concepts and skills to examine the modern past 5. communicate an understanding of history, sources and evidence, and historical interpretations.	MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument MH11-7 discusses and evaluates differing interpretations and representations of the past MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

Music 1

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Performance	25
2.	Composition	25
3.	Musicology	25
4.	Aural	25
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

MUSIC 1								
YEAR 11 COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				COURSE TOTAL %
				1	2	3	4	
Task 1	Composition Portfolio <i>Jazz</i>	P1, P3, P7, P9	Term 1 Week 9	5	25			30
Task 2	Viva Voce and Aural Analysis <i>Methods of Notating Music</i>	P2, P4, P5, P6, P8	Term 2 Week 7			25	5	30
Task 3	Performance and Musicology/Aural Test <i>Student devised unit of Study</i>	P1, P4, P5, P6, P9, P10, P11	Term 3 Exam Week	20			20	40
COMPONENT WEIGHTING TOTAL %				25	25	25	25	100

Outcomes – Music 1

Knowledge, Understanding and Skills

Objectives <i>A student will develop:</i>	Year 11 Course Outcomes <i>Through activities in performance, composition, musicology and aural, a student</i>
1. knowledge and skills about the concepts of music and of music as an art form through performance, composition, musicology and aural activities in a variety of cultural and historical contexts.	P1 performs music that is characteristic of the topics studied P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles
2. skills to evaluate music critically	P5 comments on and constructively discusses performances and compositions P6 observes and discusses concepts of music in works representative of the topics studied
3. an understanding of the impact of technology on music	P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied P8 identifies, recognises, experiments with and discusses the use of technology in music
4. personal values about music	P9 performs as a means of self-expression and communication P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities P11 Demonstrates a willingness to accept and use constructive criticism

Music 2

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS	WEIGHTING %
1. Performance	25
2. Composition	25
3. Musicology	25
4. Aural	25
TOTAL %	100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

MUSIC 2 YEAR 11 COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				COURSE TOTAL %
				1	2	3	4	
Task 1	Musicology and Aural Skills Essay <i>Music 1600-1900</i>	P2, P5, P6, P7	Term 1 Week 10			15	15	30
Task 2	Presentation of Performance with Background Research <i>Music 1600-1900 or Music 1900-1945</i>	P1, P3, P4, P5, P6, P8, P7, P8, P9, P10	Term 3 Week 3	25		5		30
Task 3	Presentation of Composition and Composition Portfolio <i>Music 1900-1945</i> Aural and Musicology Exam <i>Music 1600-1900 and Music 1900-1945</i>	P2, P3, P4, P5, P7, P11, P12	Term 3 Week 9-10		25	5	10	40
COMPONENT WEIGHTING TOTAL %				25	25	25	25	100

Outcomes – Music 2

Knowledge, Understanding and Skills

Objectives A student will:	Music 2 Year 11 Course Outcomes <i>Through activities in performance, composition, musicology and aural, a student:</i>
1. continue to develop musical knowledge and skills, an understanding of music in social, cultural and historical contexts, and music as an art form through activities of performance, composition, musicology and aural	P1 confidently performs repertoire, that reflects the mandatory and additional topics, both as a soloist and as a member of an ensemble P2 demonstrates an understanding of the concepts of music, by interpreting, analysing, discussing, creating and notating a variety of musical symbols characteristically used in the mandatory and additional topics P3 composes, improvises and analyses melodies and accompaniments for familiar sound sources in solo and/or small ensembles P4 creates, improvises and notates music which is representative of the mandatory and additional topics and demonstrates different social, cultural and historical contexts P5 analyses and discusses compositional processes with stylistic, historical, cultural and musical considerations
2. Develop the ability to synthesise ideas and evaluate music critically	P6 discusses and evaluates music making constructive suggestions about performances and compositions P7 observes and discusses in detail the concepts of music in works representative of the mandatory and additional topics
3. Develop an awareness and understanding of the impact of technology on music	P8 understands the capabilities of performing media, explores and uses current technologies as uses current technologies as studied P9 identifies, recognises, experiments with, and discusses the use of technology in music
4. Develop personal values about music	P10 performs as a means of self-expression and communication P11 demonstrates a willingness to participate in performance, composition, musicology and aural activities P12 Demonstrates a willingness to accept and use constructive criticism

Personal Development, Health and Physical Education (PDHPE)

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS	WEIGHTING %
1. Knowledge and understanding of course content	40
2. Skills in critical thinking, research, analysis and communicating	60
TOTAL %	100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION YEAR 11 COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Presentation – Health promotion, approach or strategy	P1, P2, P3, P4, P5, P6, P15, P16	Term 1 Week 7	15	20	35
Task 2	Practical Workshop – Application of anatomy and physiology concepts to movement	P7, P8, P9, P10, P11, P16, P17	Term 2 Week 5	15	20	35
Task 3	Yearly Examination	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	Term 3 Week 9-10	10	20	30
COMPONENT WEIGHTING TOTAL %				40	60	100

*Year 11 outcomes P13 and P14 are not assessed due to CBHS Lewisham studying Options 1 and 3 in the Personal Development, Health and Physical Education Stage 6 Syllabus.

Outcomes - PDHPE

Knowledge, Understanding and Skills

Objectives <i>A student develops:</i>	Year 11 Course Outcomes <i>A student:</i>
1. knowledge and understanding of the factors that affect health	P1 identifies and examines why individuals give different meanings to health P2 explains how a range of health behaviours affect an individual's health P3 describes how an individual's health is determined by a range of factors
2. a capacity to exercise influence over personal and community health outcomes	P4 evaluates aspects of health over which individuals can exert some control P5 describes factors that contribute to effective health promotion P6 proposes actions that can improve and maintain an individual's health
3. knowledge and understanding about the way the body moves	P7 explains how body systems influence the way the body moves P8 describes the components of physical fitness and explains how they are monitored P9 describes biomechanical factors that influence the efficiency of the body in motion
4. an ability to take action to improve participation and performance in physical activity	P10 plans for participation in physical activity to satisfy a range of individual needs P11 assesses and monitors physical fitness levels and physical activity patterns P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1) P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2) P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
5. an ability to apply the skills of critical thinking, research and analysis	P15 forms opinions about health-promoting actions based on a critical examination of relevant information P16 uses a range of sources to draw conclusions about health and physical activity concepts P17 analyses factors influencing movement and patterns of participation

*Preliminary outcomes P13 and P14 are not assessed due to CBHS Lewisham studying Options 1 and 3 in the syllabus.

Physics

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Skills in working scientifically	60
2.	Knowledge and understanding of course content	40
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

PHYSICS YEAR 11 COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Practical Examination	PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-11	Term 1 Week 8	20	10	30
Task 2	Depth Study	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7 PH11-10	Term 2 Week 8	20	10	30
Task 3	Yearly Examination	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	Term 3 Week 9-10	20	20	40
COMPONENT WEIGHTING TOTAL %				60	40	100

Outcomes - Physics

Skills

Objectives <i>A student develops skills in:</i>	Year 11 Course Outcomes <i>A student:</i>
1. applying the processes of Working Scientifically a) Questioning and predicting b) Planning investigations c) Conducting investigations d) Processing data and information e) Analysing data and information f) Problem solving g) Communicating	 PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media PH11/12-5 analyses and evaluates primary and secondary data and information PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

Knowledge and Understanding

Objectives <i>A student develops knowledge and understanding of:</i>	Year 11 Course Outcomes <i>A student:</i>
2. fundamental mechanics	<p>PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration</p> <p>PH11-9 describes and explains events in terms of Newton’s Laws of Motion, the law of conservation of momentum and the law of conservation of energy</p>
3. energy	<p>PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles</p> <p>PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism</p>

Software Design and Development

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of course content	50
2.	Knowledge and skills in the design and development of software solutions	50
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any changes to the table below are to be advised to the student.

SOFTWARE DESIGN AND DEVELOPMENT YEAR 11 COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Project Interview	P3.1, P4.1, P4.2, P6.2	Term 1 Week 9	15	15	30
Task 2	Project Presentation	P1.1, P1.2, P1.3, P4.3, P5.2, P6.3	Term 3 Week 4	20	20	40
Task 3	Yearly Examination	P2.1, P2.2, P3.1, P4.2, P5.1, P6.1	Term 3 Week 9-10	15	15	30
COMPONENT WEIGHTING TOTAL %				50	50	100

Outcomes – Software Design and Development

Knowledge and Understanding

Objectives <i>Students will develop knowledge and understanding:</i>	Year 11 Course Outcomes <i>A student:</i>
1. about how software solutions utilise and interact with other elements of computer systems	P1.1 describes the functions of hardware and software P1.2 describes and uses appropriate data types P1.3 describes the interactions between the elements of a computer system
2. of the historical developments that have led to current practices in software design and development, and of emerging trends and technologies in this field	P2.1 describes developments in the levels of programming languages P2.2 describes the effects of program language developments on current practices
3. of legal, social and ethical issues and their effect on software design and development	P3.1 identifies the issues relating to the use of software solutions

Skills

Objectives <i>Students will develop skills:</i>	Year 11 Course Outcomes <i>A student:</i>
4. in designing and developing software solutions	P4.1 analyses a given problem in order to generate a computer-based solution P4.2 investigates a structured approach in the design and implementation of a software solution P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches
5. in management appropriate to the design and development of software solutions	P5.1 uses and justifies the need for appropriate project management techniques P5.2 uses and develops documentation to communicate software solutions to others
6. in teamwork and communication associated with the design and development of software solutions	P6.1 describes the skills involved in software development P6.2 communicates with appropriate personnel throughout the software development process P6.3 designs and constructs software solutions with appropriate interfaces

Studies of Religion I

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 1 unit

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of course content	40
2.	Source-based skills	20
3.	Investigation and research	20
4.	Communication of information, ideas and issues in appropriate forms	20
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. Any change to the table below is to be advised to the student.

STUDIES OF RELIGION I YEAR 11 COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				COURSE TOTAL %
				1	2	3	4	
Task 1	Research and In-Class Task	P1, P2, P6, P7, P8, P9	Term 1 Week 8	10	10	10		30
Task 2	In-Class Essay	P3, P4, P5, P6, P7, P8, P9	Term 2 Week 7	10		10	10	30
Task 3	Yearly Examination	P1, P2, P3, P4, P5, P6, P8, P9	Term 3 Week 9-10	20	10		10	40
COMPONENT WEIGHTING TOTAL %				40	20	20	20	100

Outcomes – Studies of Religion I

Knowledge, Understanding and Skills

Objectives <i>A student will develop knowledge, understanding and skills about:</i>	Outcomes <i>A student:</i>
1. the nature of religion and belief systems in local and global contexts	P1 describes the characteristics of religion and belief systems P2 identifies the influence of religion and belief systems on individuals and society
2. the influence and expression of religion and belief systems in Australia	P3 investigates religious traditions and belief systems
3. religious traditions and their adherents	P4 examines significant aspects of religious traditions P5 describes the influence of religious traditions in the life of adherents
4. effective gathering, analysing and synthesising of information about religion	P6 selects and uses relevant information about religion from a variety of sources
5. effective evaluation and application of findings from research about religion	P7 undertakes effective research about religion, making appropriate use of time and resources
6. communication of complex information, ideas and issues in appropriate forms to different audiences and in different contexts	P8 uses appropriate terminology related to religion and belief systems P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

Studies of Religion II

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Knowledge and understanding of course content	40
2.	Source-based skills	20
3.	Inquiry and research	20
4.	Communication of information, ideas and issues in appropriate forms	20
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. Any change to the table below is to be advised to the student.

STUDIES OF RELIGION II YEAR 11 COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				COURSE TOTAL %
				1	2	3	4	
Task 1	Research and In-Class Task	P1, P2, P6, P7, P8, P9	Term 1 Week 8	10	5	5	5	25
Task 2	Portfolio of Work and In-Class Task Extended Response	P1, P2, P6, P7, P8, P9	Term 2 Week 7	10	10	10	10	40
Task 3	Yearly Examination	P1, P2, P3, P4, P5, P6, P7, P8, P9	Term 3 Week 9-10	20	5	5	5	35
COMPONENT WEIGHTING TOTAL %				40	20	20	20	100

Outcomes – Studies of Religion II

Knowledge, Understanding and Skills

Objectives <i>A student will develop knowledge, understanding and skills about:</i>	Outcomes <i>A student:</i>
1. the nature of religion and belief systems in local and global contexts	P1 describes the characteristics of religion and belief systems P2 identifies the influence of religion and belief systems on individuals and society
2. the influence and expression of religion and belief systems in Australia	P3 investigates religious traditions and belief systems
3. religious traditions and their adherents	P4 examines significant aspects of religious traditions P5 describes the influence of religious traditions in the life of adherents
4. effective gathering, analysing and synthesising of information about religion	P6 selects and uses relevant information about religion from a variety of sources
5. effective evaluation and application of findings from research about religion	P7 undertakes effective research about religion, making appropriate use of time and resources
6. communication of complex information, ideas and issues in appropriate forms to different audiences and in different contexts	P8 uses appropriate terminology related to religion and belief systems P9 effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

Visual Arts

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Art making	50
2.	Art criticism and art history	50
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

VISUAL ARTS YEAR 11 COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Progress Body of Work & Case Studies	P1, P2, P3, P7, P8, P10	Term 2 Week 2	15	20	35
Task 2	Body of Work	P1, P2, P4, P5, P6	Term 3 Week 6	35		35
Task 3	Yearly Examination	P7, P8, P9, P10	Term 3 Week 9-10		30	30
COMPONENT WEIGHTING TOTAL %				50	50	100

Outcomes – Visual Arts

Art making

Objectives <i>Students will develop knowledge, skills and understanding of how they may represent their interpretations of the world in art making as an informed point of view.</i>	Art making Outcomes <i>A student:</i>
Practice	P1 explores the conventions of practice in art making
Conceptual framework	P2 explores the roles and relationships between the concepts of artist, artwork, world and audience
Frames	P3 identifies the frames as the basis of understanding expressive representation through the making of art
Representation	P4 investigates subject matter and forms as representations in art making
Conceptual strength and meaning	P5 investigates ways of developing coherence and layers of meaning in the making of art
Resolution	P6 explores a range of material techniques in ways that support artistic intentions

Art Criticism and Art History

Objectives <i>Students will develop knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts:</i>	Year 11 Course Outcomes <i>A student:</i>
Practice	P7 explores the conventions of practice in art criticism and art history
Conceptual framework	P8 explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
Frames	P9 identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
Representation	P10 explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

CONTENT ENDORSED COURSES

Marine Studies

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 2 units

COMPONENTS		WEIGHTING %
1.	Core	25
	A. Knowledge and Understanding	
	B. Skill Outcome and Content	
2.	Modules	75
	A. Knowledge and Understanding	
	B. Skill Outcome and Content	
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

MARINE STUDIES YEAR 11 COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				COURSE TOTAL %
				1A	1B	2A	2B	
Task 1	Practical Assessment Task	2.2, 3.1	Term 1 Week 8	2	3	10	10	25
Task 2	Research Task	1.1, 1.3, 2.1, 2.3	Term 2 Week 8	3	7	10	15	35
Task 3	Yearly Examination	1.1, 1.2, 1.3, 1.4, 1.5 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 4.1, 4.2, 5.1, 5.2, 5.3, 5.4	Term 3 Week 9-10	4	6	12	18	40
COMPONENT WEIGHTING TOTAL %				9	16	32	43	100
				25		75		

Outcomes – Marine Studies

Knowledge, Understanding and Skills

Objectives <i>Students will develop:</i>	Year 11 Course Outcomes <i>A student:</i>
1. knowledge, understanding and appreciation that promote sound environmental practices in the marine environment	1.1 relates with a respectful and caring attitude to the ocean and its life forms 1.2 identifies the roles of individuals or groups involved in maritime activities 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
2. the ability to manage activities cooperatively and communicate in a marine context	2.1 appreciates the importance of effective management practice 2.2 works effectively within a group 2.3 communicates information by writing reports, giving short talks and contributing to discussions
3. an ability to apply the skills of critical thinking, research and analysis	3.1 evaluates information, situations, equipment manuals and written or manual procedures 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing 3.3 generates information from data by calculating, inferring, interpreting and generalising 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
4. knowledge and understanding of marine industries and their interaction with society and with leisure pursuits	4.1 identifies marine vocations and a range of leisure pursuits 4.2 appreciates marine environments as sources of employment and leisure
5. knowledge, understanding skills of safe practice in the marine context	5.1 values the rules and operating principles of marine equipment and applies them 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment 5.3 Interprets and follows instructions, with accuracy 5.4 Selects, organises, assembles, dismantles, cleans and returns equipment

Photography, Video and Digital Imaging

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 1 unit

COMPONENTS		WEIGHTING %
1.	Making	70
2.	Critical and historical studies	30
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING YEAR 11 COURSE ASSESSMENT GRID						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Photographic Portfolio and Research	M1, M3, M6 CH1, CH2, CH3	Term 1 Week 10	10	10	20
Task 2	Photographic Portfolio and Research	M1, M2, M4 CH1, CH2, CH4	Term 2 Week 10	30	10	40
Task 3	Photographic Portfolio and Research	M1, M3, M4, M5, CH1, CH4, CH5	Term 3 Week 7	30	10	40
COMPONENT WEIGHTING TOTAL %				70	30	100

Outcomes – Photography, Video and Digital Imaging

Knowledge, Understanding and Skills

Objectives <i>A student will develop knowledge skills and understanding:</i>	Outcomes <i>A student:</i>
1. through the making of photographs, and/or videos and/or digital images, that lead to and demonstrate conceptual and technical accomplishment	<p>M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice</p> <p>M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works</p> <p>M3 investigates different points of view in the making of photographs and/or videos and/or digital images</p> <p>M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images</p> <p>M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images</p> <p>M6 takes into account issues of occupational health and safety in the making of photographs and/or videos and/or digital works</p>
2. that lead to increasingly accomplished critical and historical investigations of photography and/or video and/or digital imaging	<p>CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and/or digital imaging</p> <p>CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations</p> <p>CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies</p> <p>CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging</p> <p>CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production</p>

* M: Outcomes for making

* CH: Outcomes for critical and historical studies

Sport, Lifestyle and Recreation Studies -1 unit

ASSESSMENT COMMENCES: Year 11, 2020
 COURSE UNITS: 1 unit
 YEARS OF STUDY: 1 year (60 hours)

COMPONENTS	WEIGHTING %
1. Knowledge and Understanding	50
2. Skills	50
TOTAL %	100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

SPORT, LIFESTYLE AND RECREATION STUDIES – 1 UNIT YEAR 11 COURSEASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Practical Workshop	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	Term 1 Week 5-7	15	20	35
Task 2	Presentation Sports Administration	1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	Term 3 Week 3	15	20	35
Task 3	Yearly Examination	1.1, 1.2, 1.3, 1.6, 2.2, 2.4, 3.2, 3.3, 4.1, 4.2, 4.5	Term 3 Week 9-10	20	10	30
COMPONENT WEIGHTING TOTAL %				50	50	100

*Year 11 outcomes 1.4, 1.5, 2.1, 2.3, 2.5, 3.1, 3.4, 3.5, 3.6, 3.7, 4.3, 4.4, 5.1 – 5.5 are not assessed due to CBHS Lewisham studying Fitness and Sports Administration in the Sport, Lifestyle and Recreation Studies Stage 6 Syllabus.

Outcomes – Sport, Lifestyle and Recreation Studies

Knowledge, Understanding and Skills

Objectives <i>Students will develop:</i>	Year 11 Course Outcomes <i>A student:</i>
1. knowledge and understanding of the factors that influence health and participation in physical activity	1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.2 explains the relationship between physical activity, fitness and healthy lifestyle 1.3 demonstrates ways to enhance safety in physical activity 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status 1.6 describes administrative procedures that support successful performance outcomes
2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential	2.1 explains the principles of skill development and training 2.2 analyses the fitness requirements of specific activities 2.3 selects and participates in physical activities that meet individual needs, interests and abilities 2.4 describes how societal influences impact on the nature of sport in Australia 2.5 describes the relationship between anatomy, physiology and performance
3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance	3.1 selects appropriate strategies and tactics for success in a range of movement contexts 3.2 designs programs that respond to performance needs 3.3 measures and evaluates physical performance capacity 3.4 composes, performs and appraises movement 3.5 analyses personal health practices 3.6 assesses and responds appropriately to emergency care situations

Objectives <i>Students will develop:</i>	Year 11 Course Outcomes <i>A student:</i>
	3.7 analyses the impact of professionalism in sport
4. a capacity to influence the participation and performance of self and others	4.1 plans strategies to achieve performance goal 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context 4.3 makes strategic plans to overcome the barriers to personal and community health 4.4 demonstrates competence and confidence in movement contexts 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Values and Attitudes

5. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	5.1 accepts responsibility for personal and community health 5.2 willingly participates in regular physical activity 5.3 values the importance of an active lifestyle 5.4 values the features of a quality performance 5.5 strives to achieve quality in personal performance
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Sport, Lifestyle and Recreation Studies – 2 unit

ASSESSMENT COMMENCES: Year 11, 2020
 COURSE UNITS: 2 units
 YEARS OF STUDY: 2 years (240 hours)

COMPONENTS	WEIGHTING %
1. Knowledge and Understanding	50
2. Skills	50
TOTAL %	100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. Outcomes being assessed on any given task may vary from those listed below. Any change to the table below is to be advised to the student.

SPORT, LIFESTYLE AND RECREATION STUDIES – 2 UNIT						
ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Practical Workshop	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	Term 1 Week 5-7	15	20	35
Task 2	Presentation – Sports Administration	1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	Term 3 Week 3	15	20	35
Task 3	Yearly Examination	1.1, 1.2, 1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.2, 3.3, 3.7, 4.1, 4.2, 4.4, 4.5	Term 3 Week 9-10	20	10	30
COMPONENT WEIGHTING TOTAL %				50	50	100

*Year 11 outcomes 1.5, 3.1, 3.4, 3.5, 3.6, 4.3, 5.1- 5.5 are not assessed due to CBHS Lewisham studying Fitness, Sports Administration, Social Perspective of Games and Sport, and Resistance Training in the Sport, Lifestyle and Recreation Studies Stage 6 Syllabus.

Outcomes – Sport, Lifestyle and Recreation Studies

Knowledge, Understanding and Skills

Objectives <i>Students will develop:</i>	Year 11 Course Outcomes <i>A student:</i>
1. knowledge and understanding of the factors that influence health and participation in physical activity	1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.2 explains the relationship between physical activity, fitness and healthy lifestyle 1.3 demonstrates ways to enhance safety in physical activity 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status 1.6 describes administrative procedures that support successful performance outcomes
2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential	2.1 explains the principles of skill development and training 2.2 analyses the fitness requirements of specific activities 2.3 selects and participates in physical activities that meet individual needs, interests and abilities 2.4 describes how societal influences impact on the nature of sport in Australia 2.5 describes the relationship between anatomy, physiology and performance
3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance	3.1 selects appropriate strategies and tactics for success in a range of movement contexts 3.2 designs programs that respond to performance needs 3.3 measures and evaluates physical performance capacity 3.4 composes, performs and appraises movement 3.5 analyses personal health practices 3.6 assesses and responds appropriately to emergency care situations

Objectives <i>Students will develop:</i>	Year 11 Course Outcomes <i>A student:</i>
	3.7 analyses the impact of professionalism in sport
4. a capacity to influence the participation and performance of self and others	4.1 plans strategies to achieve performance goal 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context 4.3 makes strategic plans to overcome the barriers to personal and community health 4.4 demonstrates competence and confidence in movement contexts 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Values and Attitudes

5. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	5.1 accepts responsibility for personal and community health 5.2 willingly participates in regular physical activity 5.3 values the importance of an active lifestyle 5.4 values the features of a quality performance 5.5 strives to achieve quality in personal performance
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BOARD ENDORSED COURSES

Catholic Studies

ASSESSMENT COMMENCES: Year 11, 2020

COURSE UNITS: 1 unit

COMPONENTS		WEIGHTING %
1.	Knowledge and Understanding	40
2.	Source-based Skills	20
3.	Investigation and Research	20
4.	Communication of information, ideas and issues in appropriate forms	20
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan for this course. Any change to the table below is to be advised to the student.

CATHOLIC STUDIES YEAR 11 COURSE ASSESSMENT SCHEDULE								
TASK NO.	NATURE OF TASK	OUTCOMES ASSESSED	TIMING	COMPONENTS				COURSE TOTAL %
				1	2	3	4	
Task 1	Research Task	B6-3	Term 1 Week 7		10	10	10	30
Task 2	Investigation and Research ICT Report via Turnitin	A6-1	Term 2 Week 7	10		10	10	30
Task 3	Yearly Examination	C6-2, A6-1, B6-3	Term 3 Week 9-10	30	10			40
COMPONENT WEIGHTING TOTAL %				40	20	20	20	100

Outcomes – Catholic Studies

Knowledge and Understanding

Objectives <i>Students will develop:</i>	Outcomes <i>A student:</i>
1. Christology	<p>A6-1.1 outlines the differing portraits of Jesus presented by the Gospel writers</p> <p>A6-1.2 examines Jesus’ teachings about the Kingdom of God</p> <p>A6-1.3 describes the Judaic expectations of Messiah and the Christological controversies in the early Church</p>
2. Being Catholic	<p>B6-3.1 appreciates the importance of commitment to one's own tradition as a way of making meaning of human experience</p> <p>B6-3.2 demonstrates knowledge of the principal beliefs, rituals and ethical teachings of Catholicism</p> <p>B6-3.3 articulates and synthesise the principal beliefs, rituals and ethical teachings of the Catholic Church</p>
3. Nature of Religion	<p>C6-2.1 appreciates how religion explores and explains the enduring questions of human life and experience</p> <p>C6-2.2 describes the religious dimension of human experience and the variety of ways in which people express their relationship with God</p> <p>C6-2.3 poses questions and research and communicate answers given by religions to fundamental human realities</p>

VOCATIONAL EDUCATION AND TRAINING (VET) CURRICULUM FRAMEWORK

Hospitality Curriculum Framework

Certificate II in Kitchen Operations (SIT20416)

COURSE UNITS: 2 units
YEARS OF STUDY: 2 years (240 hours)

COMPONENTS		WEIGHTING %
1.	Suitability Examination	30
2.	Yearly Examination	70
TOTAL %		100

ASSESSMENT TASKS

Outlined below is a summary of the assessment plan to form a basis for an *Estimate* for this course. In the event of a task not discriminating successfully, an additional task may be set, with due notice being given to the students involved. **Competencies/Unit Titles/Tasks being assessed on any given task may vary from those lists below. Any change to the table below is to be advised to the student.**

HOSPITALITY CURRICULUM FRAMEWORK YEAR 11 COURSE ASSESSMENT SCHEDULE						
TASK NO.	NATURE OF TASK	COMPETENCIES ASSESSED	TIMING	COMPONENTS		COURSE TOTAL %
				1	2	
Task 1	Suitability test	SITXFSA001	Term 1 Week 5	30		30
Task 2	Hygiene and Safety First	SITXFSA001 SITXWHS001	Term 1 Week 11			
Task 3	Food Truck Catering	SITHCCC001 SITHCCC002 SITHKOP001	Term 2 Week 8/9			
Task 4	The Sandwich Brigade	BSBWOR203 SITHCCC003	Term 3 Week 7			
Task 5	Yearly Examination	SITXFSA001 SITXWHS001 SITHCCC001 SITHKOP001 BSBWOR203	Term 3 Week 9-10		70	70
COMPONENT WEIGHTING TOTAL %				30	70	100
<p>Hospitality is a competency based course. You will be required to undertake other tasks in order for these competencies to be assessed and recorded in your competency register. Competencies/Tasks/Unit Titles/Codes are subject to change based on ASQA compliance requirements.</p>						

HONESTY IN HSC ASSESSMENT - THE STANDARD

This standard sets out NESA requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others, who may guide them, are required to comply with the standard.

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESA's subject specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the Internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA NSW treats allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious and deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- [Rules and Procedures for Higher School Certificate Candidates](#)
- [Assessment Certification and Examination Manual](#)
- [Advice for students about HSC assessment](#)
- [HSC Assessments and Submitted Works-Advice to Parents](#)
- [HSC Assessments and Submitted Works-Advice to Teachers](#)
- [HSC: All My Own Work](#)
- [HSC assessment in a standards-referenced framework - A Guide to Best Practice.](#)



ASSESSMENT TASK COVER SHEET

STUDENT NAME: _____
COURSE: _____
TEACHER: _____
TASK NAME: _____

I certify that that work in this assessment task is all my own work. YES NO

If you have been given some assistance to complete this task complete the following:

PERSON GIVEN ASSISTANCE: _____

RELATIONSHIP TO YOU: _____

PERCENTAGE OF TASK THAT WAS NOT YOUR OWN WORK: _____ %

GIVE DETAILS OF THE SECTION OF THE TASK THAT WAS NOT YOUR OWN WORK: _____

STUDENT'S SIGNATURE

KLA COORDINATOR'S SIGNATURE



THIS SECTION MUST BE RETAINED BY THE STUDENT AFTER IT HAS BEEN SIGNED BY THE TEACHER

COURSE: _____

ASSESSMENT TASK NAME: _____

NAME OF STUDENT HANDING IN
TASK: _____

TEACHER'S SIGNATURE: _____ DATE: ____ / ____ / ____



ILLNESS/MISADVENTURE FORM

YEAR 10-12

The **Illness/Misadventure Form** is to be used by candidates who suffer unexpected illness, accident or misadventure prior to or during the course of the examinations or assessment tasks set by the school or who, for reasons they consider valid, are unable to complete the assessment task.

Such students will need to:

- Photocopy this **Illness/Misadventure Form**, complete Section I and personally take the completed form, together with documentation, to the Assistant Principal – Curriculum prior to the date that the assessment task is due. The form must be handed personally to the Assistant Principal – Curriculum. The form must not be left with anyone else, nor placed under the office door of the Assistant Principal – Curriculum. After discussing the matter with the student, the Assistant Principal – Curriculum will authorise the appropriate process.
- Attach the authorised **Illness/Misadventure Form** to the actual assessment task when submitting to the relevant Key Learning Area (KLA) Coordinator.

SECTION I: TO BE COMPLETED BY STUDENT

NAME: _____

ADDRESS: _____

CONTACT NO: _____ YEAR LEVEL: 10 11 12

I hereby request approval to sit a substitute assessment task/submit a late assessment task.
I realise a score of ZERO will be awarded for this assessment task if it is not submitted.

DATE FORM ISSUED: ____ / ____ / ____

SUBJECT: _____

TEACHER: _____

DATE TASK ISSUED: ____ / ____ / ____ DATE TASK DUE: ____ / ____ / ____ TERM NO. ____ WEEK NO. ____

REASON(S) FOR CONSIDERATION: _____

I have attached (where applicable) medical certificates or statements from:

DOCTOR: _____

(PARENT SIGNATURE)

(STUDENT SIGNATURE)

DATE: ____ / ____ / ____

SECTION II: MEASURES TAKEN BY THE ASSISTANT PRINCIPAL – CURRICULUM

REASON(S): VALID INVALID

ALTERNATIVE TASK SET: ____ / ____ / ____ PERIOD: _____

EXTENSION GRANTED: ____ / ____ / ____

AN ESTIMATE TO BE AUTHORISED BY PRINCIPAL: YES NO

ASSISTANT PRINCIPAL – CURRICULUM: _____ DATE: ____ / ____ / ____

KLA COORDINATOR: _____ DATE: ____ / ____ / ____