



NEGS
MORE THAN
A SCHOOL

125
YEARS
1895-2020

Year 11 Assessment Policy & Summaries

2021

**YEAR 11
ASSESSMENT POLICY AND SUMMARIES**

2021 CYCLE

Introduction

This booklet contains information detailing assessment guidelines and schedules for courses delivered at NEGS. For all subjects delivered to Year 11 candidates, information provided includes a schedule of tasks, the components assessed, their weightings and an approximate time frame for delivery. Some congestion of tasks may arise in the case of students undertaking Extension subjects.

Students undertaking courses hosted by another provider, such as TAFE or a Distance Education School must familiarise themselves with the assessment program developed by the host. Students need to be prepared for some disparity between the assessment schedule at NEGS and that from other providers. These differences include how students are notified of assessments, the delivery of assessments, the way feedback is provided and how assessments are reported.

Further Information

A meeting can be arranged with the Director of Teaching and Learning at any stage to discuss any questions you may have related to NEGS policies and procedures.

Assessment

The assessments submitted by a school for each course are intended to reflect students' achievements relative to each other at the end of the Year 11 course. The assessments measure achievements throughout the course and contribute to the summative evaluation of a student's performance in a course.

Multiple measures of achievement at points during the course can provide a better indication of student achievement than a single final examination grade. In addition, the base of assessment can be broadened to include practical work, field reports or research skills. The formal assessment program does not take into account student conduct, nor does it attempt to measure objectives from, or outcomes from, the affective domain, i.e., values, attitudes and interests.

At each stage in the formal assessment program, tasks should be prepared to thoroughly reflect a student's best effort at the time. This is an important aspect of the assessment program since, in the event of an illness or misadventure at the time of the HSC Examinations, the School assessment may represent 100% of the final result.

Assessment Ranks

At the conclusion of each assessment task, teachers are required to supply both a mark and rank for that task. A cumulative assessment rank is provided with each task and at the end of the course. This information is not to be publicised for the knowledge of other students. If there are any queries about a mark or rank for a specific assessment task, such queries must be resolved with the teacher concerned immediately. Disputes on the marks awarded or ranking for a specific assessment task cannot form the basis of an appeal at the end of the Year 11 assessment program.

After the last HSC Examination, students receive an Order of Merit notification from NESAs, stating their within-school rank in each subject. If students dispute the validity of this ranking, then there is an appeals procedure. This Order of Merit paper can be obtained when students receive their Testimonials.

Assessment Schedules

The Assessment Schedules provided in this booklet are for each of the Year 11 subjects offered to students in the current cycle.

Each subject assessment schedule contains the following information:

- A list of specific assessment components and their weightings;
- A list of specific assessment tasks and the weightings;
- The approximate time each task is to be administered;
- A brief description of the type of assessment task;
- Requirements for the determination of Dux in that subject.

NESA Requirements

As part of the Record of School Achievement (ROSA) a new requirement was introduced in 2013 in that NESAs requires schools to provide an assessment grade for each student in each NESAs Developed Course and Endorsed Course at the end of the Year 11 Course. In order to meet this requirement, the assessment program at NEGS:

- ❑ specifies the various assessment tasks, e.g. practical tasks, assignments;
- ❑ details the marks allocated to each task;
- ❑ outlines the schedule of tasks throughout the course;
- ❑ states the components of the assessment in terms of groupings of syllabus objectives and weightings to be attached to each component;
- ❑ provides students with adequate notice, typically two weeks, of the nature and timing of each assessment task, including final examinations;
- ❑ provides meaningful feedback on students' performance in all assessment tasks;
- ❑ provides a protocol for dealing with issues related to illness, misadventure, malpractice, late submission or non-compliance of assessment tasks;
- ❑ advises students in writing when they are not meeting assessment requirements in a course, indicating the necessary steps to take to enable the student to meet the requirements satisfactorily;
- ❑ conducts reviews of assessments when requested by students;
- ❑ provides information relevant to school reviews of assessments and appeals to NESAs.

Commencement and Completion of Assessments

Assessments for the Year 12 courses cannot commence until after the completion of the Year 11 Course. For the majority of subjects at NEGS, the Year 11 courses finish at the end of Week 1, Term 4.

Computer Use

Throughout the process of drafting, editing and completing assessment tasks on computers, it is essential that students back-up their data and information. It is better to have multiple copies saved than to rely on one location - the use of flash drives or regularly printing out completed work can help avoid the loss of work.

As part of the planning process, students are encouraged to maintain an organised file/diary of work completed. If, at the last moment, computer problems prevent the submission of a task by the due date, this material can be used to support an appeal.

Failure to submit a task by the due date because of computer problems will result in a zero grade and the appeal process can be accessed.

Copyright

Students need to be aware that, generally, material which is copied for educational purposes can be legally copied and does not infringe the Copyright Act provided it is confined to certain limits and is acknowledged. The limits are set at 10% of a work if it is text, and images can be copied for explanation, example or analysis from either written material or from electronic sources. Making a video or electronic presentation where text, images and music may be used has different requirements and the regulations for this should be checked with the Librarian. The correct forms of acknowledgement are always on display in the Reference Section of the Library and they should be used on all copied material whether the source is hard copy or electronic. If students are in any doubt, they should discuss each situation with the Librarian.

Grouping of Students for Assessment

In submitting assessments, schools must comply with the following:

- ❑ 2U students are to be assessed with Extension students as a single group on the common component of the course;
- ❑ No attempt is made to relate the achievement of students in the 2U Standard or 2U Advanced courses within the one subject;
- ❑ The additional component of the Extension Courses is to be assessed without reference to other courses in the subject area except in Mathematics Advanced where the Extension 1 and Extension 2 students should be assessed as a single group for the common Extension component. The Extension 1 students' marks are then submitted as a mark out of 50 and the Extension 2 students are assessed on the Extension 2 component without referring to the other Mathematics Advanced candidates;
- ❑ Students studying courses with other providers represent discrete class groups and will be marked against students from other schools when assessments are submitted. Such students remain enrolled with their home school.

'N' Determinations

These determinations apply to students who have not satisfactorily completed the mandatory curriculum requirements for particular courses. Reasons for 'N' determinations relate to the available evidence that a student has not been applying themselves with due diligence and sustained effort to set tasks and experiences provided by the school. This evidence can include non-completion of more than 50% of formal assessments for a course. An 'N' determination in a course can impact on a student's eligibility to receive an HSC if the required 10 units of HSC subjects are not completed. Appropriate warning letters are sent to students as the 'N' determination process is initiated and, if an 'N' is recorded with NESAs, a student has access to a School review and an appeal through NESAs. A sample warning letter is provided in this booklet.

Record of Achievement

The NESAs awards Records of Achievement to students in their secondary years for both Year 11 and Year 12 Courses completed. The HSC Record of Achievement is awarded at the same time as the HSC results and sets out the pattern of study for Year 12, along with a statement about satisfactory attendance and application.

Resources and Support for Assessment Tasks

The School is responsible for ensuring that suitable levels of resources and support are provided in order to enable students to prepare for assessment tasks. Additional information and support can always be obtained from sources and learning contexts outside the school, e.g., other libraries.

The use of additional support is an important issue in the preparation of tasks, such as the assembly of Design and Technology projects or Art Major Works. For such tasks undertaken over an extended period of time, the initial assessment notification sheet may indicate specific parameters determined by the teacher. These parameters are set to protect students from any suspicion of malpractice.

Should a student not abide by the parameters specified by the teacher then the Appeals Committee can consider a mark penalty as part of the assessment procedure.

Special Cases

1. Students granted Disability Provisions for the Year 11 course should, ideally, have these provisions in place for all assessment tasks.
2. Accelerant and/or Accumulating students will be considered as members of the same class group for each subject in which they are enrolled. They will undertake identical assessment tasks and be ranked against that class group.
3. Students transferring into NEGS during the course of Year 11 assessment cannot have their assessment results from their previous school considered. The rank they acquire on their first assessment task at NEGS for each subject shall determine a mark consistent with this rank for all tasks preceding. However, where a student is a late enrolment at NEGS in Year 11, and the assessment program has only two or fewer tasks remaining, the subject teacher may be required to ask the new student to undertake additional assessment tasks to allow a fair and valid assessment mark to be calculated.

Student Responsibilities

Students are encouraged to prepare for all assessment tasks thoroughly and to complete them to the best of their ability. If a student fails to complete more than 50% of the assessment program for a specific subject, they will be deemed ineligible to receive an award for that subject. This may, in turn, jeopardise their eligibility for the award of a Higher School Certificate.

Within the school there is an Illness and Misadventure provision for both the school-based assessment program and the actual HSC Examinations. For school-based assessments, NEGS has a committee which administers appeals according to clear policy guidelines which ensure that students are treated equally and consistently. These policy guidelines are as follows:

Appeals Procedure

The Appeals Committee consists of the Director of Teaching and Learning, the relevant Head of Department, and in some instances, the Year Advisor. If an appeal is granted, the means by which the student is to be awarded a mark is determined. The impact on a student's overall performance in the course will be outlined.

Examinations, Topic tests, Practicals

Where a student **fails to attend an in-class examination or test/practical assessment**, that student will automatically be awarded a zero score for which an appeal may be lodged within 48 hours of the student returning to normal classes. If the absence was due to illness or misadventure, the appeal must be accompanied by full documentation of the nature of the illness or misadventure – including medical evidence.

Reasons such as driving license tests, interviews, and non-urgent appointments are not considered valid reasons for absence. An emergency situation that can be sustained by evidence may be deemed by the Appeals Committee as a valid reason for absence.

If the student is representing NEGS at an approved event, such as sports competition, music/drama/public speaking and school excursions, arrangements are to be made with the relevant subject teacher to undertake the task prior to the class group or at the earliest convenient time upon the student's return to classes. The student should notify the teacher of the leave as soon as it is approved. Such instances do not require the lodging of an appeal.

If an appeal is upheld on the basis of illness or misadventure, the Appeals Committee make a rule authorising one of the following three options: 1) that the student sit the exam at the earliest opportunity; 2) that the student undertake a substitute task and 3) in exceptional

circumstances, e.g. where the completion of a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate, the Appeals Committee may authorise the use of an estimate such that the mark awarded is consistent with the student's current cumulative rank, prior to the completion of that assessment task.

If there is no valid reason for non-completion of an assessment task, the zero mark awarded will stand and be used to assess eligibility for the award.

Assignments, Research Topics, Projects

These tasks are designated **long-term tasks** and must be submitted on or before the due date or they will be registered as a non-attempt. Non-attempts attract a zero mark.

Where a student has been unable to complete a long-term assignment by the due date because of a long-term illness/disability, they may lodge an appeal to the Appeals Committee. There is no guarantee that the appeal will be upheld, unless the Committee is certain that the illness/disability has prevented the student from having sufficient time to make a reasonable attempt at the assessment.

It is expected that students given long-term tasks would undertake such tasks over the full term of the assessment and not solely in the days immediately preceding submission. Students are encouraged to seek regular guidance and assistance with the planning of long-term tasks if necessary to ensure an even workload.

Extensions are not given for long-term tasks unless the Appeals Committee upholds an appeal.

Students who are absent on the day of a submission of a long-term task should contact the school concerning their absence and obtain a Doctor's certificate or other evidence to verify that the absence is a genuine one and not for the purpose of completing the task. Students need to indicate how the work is to be submitted, e.g. through a third party or by email. If a hard copy cannot be submitted the student may send the task by email, e.g. if a student is sick on the day a task is due and she is unable to have the task handed in by a third party. There are dangers associated with email and students should only use this as a last resort. Students should keep a record in their sent box to verify the time and also ask the teacher for confirmation that the task has been received. If a zero is given for a task that is submitted late students may lodge an appeal and where a legitimate reason is given the appeal may be upheld.

Should a student make a non-serious attempt at an assessment task, the teacher, using their professional judgement and in consultation with their Head of Department may award a zero mark, and it will be used to assess eligibility for the award.

Whenever a student fails to submit an assessment task and/or receives a zero for an assessment task, an official NESAs 'N' award warning letter will be sent to the parents.

All My Own Work

All students entered for one or more HSC courses with an external examination are required to have satisfactorily completed *HSC: All My Own Work* or its equivalent. This requirement excludes students who are only entered for Life Skills courses or Board Endorsed courses although the program would still be available as an option for these students if this was seen as appropriate by their school. All Year 11 students will need to complete this course before they are entered in their Year 11 studies through the NESAs site.

The values and attitudes students will develop through completing the *HSC: All My Own Work* program are:

- a commitment to principles of good scholarship, academic honesty and ethical practices
- respect for the fundamental rights, rules and procedures that promote honesty, equity and respect for the integrity of their own work and the work of others.

Assessment tasks completed dishonestly will score zero and will not be eligible for an appeal.

Dishonesty infers any act of cheating, such as copying the work of others, including substantial amounts of internet material without editing or acknowledging sources, using notes/formulae in an examination which are not part of the written paper, providing misleading information about illness/misadventure, failing to adhere to rules relevant to an examination, e.g. writing after time has elapsed, conversing with other students.

Generally, the All My Own Work course is completed after Year 10 examinations. Students entering Year 11 at NEGS without having completed the course will be required to do so early in the year. The librarian will supervise program completion for students in either groups or individually.

Procedures for Lodging an Appeal

Students should:

- ❑ Obtain a copy of the Appeal Form from the Director of Teaching and Learning within 48 hours of the due date for a task or returning to normal classes;
- ❑ Complete the Appeal Form within 48 hours;

- ❑ Attach medical and/or other documentation to the Appeal form;
- ❑ Return the completed form to the Director of Teaching and Learning.

The Appeals Committee will meet and consider the authenticity of the appeal, supporting information, and the recommendation of the subject teacher. If the appeal is granted, then the means by which the student is to be awarded a mark is determined. The decision of the Appeals Committee will be communicated to students. In the case of an appeal not being granted, the impact on a student's overall performance in a course will be outlined.

ATAR (Australian Tertiary Admission Rank)

In addition to the HSC Assessment and Examination marks, students may also receive an ATAR on completion of their HSC.

The ATAR is calculated by the Technical Committee on Scaling on behalf of the NSW Vice-Chancellor's Committee for use by the various Universities in their admissions procedures. The average of the HSC assessment and examination marks for each subject is used in this calculation. All subjects are re-scaled in a way which "rewards" subjects with an above average candidature. For each student, 2 Units of English together with the next 8 best Units are re-scaled by this method and used to determine the ATAR.

The ATAR is not a mark; it is a rank between 0 and 99.95 that indicates a student's position relative to all the students in their age group (i.e. all the 16 to 20 year olds in NSW). So an ATAR of 80.00 means that a student is 20% from the top of their age group (not Year 12 group). The ATAR is based on an aggregate of scaled marks in 10 units of Board Developed courses comprising:

- the best two units of English; and
- the best eight units from the remaining units, subject to the provision that **no more than two units of Category B courses be included.**

The ATAR may include units accumulated by a candidate over a total time span of five years. If a candidate repeats a unit, only the latest attempt will be available for inclusion in the ATAR.

SAMPLE WARNING LETTER – Non-Completion of a Year 11 Course

Dear [Parent/Guardian]

Re: Official Warning – Non-completion of a Year 11 Course

I am writing to advise that your daughter _____ is in danger of not meeting the Course Completion Criteria for the Year 11 course _____.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____ (eg 1st, 4th) **official warning** we have issued concerning _____. A minimum of two course-specific warnings must be issued prior to a final 'N' non-completion of course determination being made for a course.

Course Completion Criteria

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

- a) **followed** the course developed or endorsed by NESA; and
- b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c) **achieved** some or all of the course outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. It may also mean that the student is unable to proceed to the Higher School Certificate course if she has not satisfactorily completed the Preliminary Course.

To date, _____ has not satisfactorily met _____ of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for _____ to satisfy Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with _____ and contact the school if further information or clarification is needed.

Yours sincerely,

Mr Tony Jones
Director of Teaching and Learning

Mrs Kathy Bishop
Principal

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by _____

Task Name(s)/Course Requirement(s)/Course Outcome(s)	Percentage Weighting (if applicable)	Original Due Date (if applicable)	Action Required by student	Revised date to be completed by (if applicable)

Please detach this section and return to the School

Requirements for the satisfactory completion of a Preliminary Course

- I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed course requirements for _____.
- I am aware that this course may not appear on her Record of Achievement.
- I am also aware that the 'N' determination may make her ineligible to proceed to the Higher School Certificate course.
- I am also aware that the 'N' determination may make her ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: _____ Date: _____

Student's signature: _____ Date: _____

A Glossary of Key Words

To help develop a consistent understanding of some key words in the HSC, the following glossary provides the meaning of these words as they generally apply across subject areas.

Word	Definition	Word	Definition
Account	State reasons for, report on	Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Account for	Give an account of: narrate a series of events or transactions	Evaluate	Make a judgement based on criteria; determine the value of
Analyse	Identify components and the relationship between them; draw out and relate implications	Examine	Inquire into
Apply	Use, utilise, employ in a particular situation	Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Appreciate	Make a judgement about the value of	Extract	Choose relevant and/or appropriate details
Assess	Make a judgement of value, quality, outcomes, results or size	Extrapolate	Infer from what is known
Calculate	Ascertain/determine from given facts, figures or information	Identify	Recognise and name
Clarify	Make clear or plain	Interpret	Draw meaning from
Classify	Arrange or include in classes/categories	Investigate	Plan, inquire into and draw conclusions about
Compare	Show how things are similar or different	Justify	Support an argument or conclusion
Construct	Make; build; put together items or arguments	Outline	Sketch in general terms; indicate the main features of
Contrast	Show how things are different or opposite	Predict	Suggest what may happen based on available information
	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)	Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
			Present remembered ideas, facts or experiences
			Provide reasons in favour

Critically
(analyse/eval
uate)

Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against

Recall

Recommend

Recount	Retell a series of events
Summarise	Express concisely the relevant details
Synthesise	Putting together various elements to make a whole

Subject: Year 11 Agriculture

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 2 WEEK 1	TERM 3 WEEK 1	TERM 3 WEEK 8/9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	Farm case study report	Plant and animal investigation	End of Course Examination
SYLLABUS COMPONENTS	Outcomes Assessed	P1.1, P1.2, P2.3, P3.1, P5.1	P2.1, P2.2, P3.1, P4.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1
Knowledge and understanding of course content	40 %	10	10	20
Knowledge, understanding and skills required to manage agricultural production systems	40 %	15	10	15
Skills in effective research, experimentation and communication	20 %	5	10	5
Total	100%	30 %	30 %	40 %

OUTCOMES

A student:

P1.1 describes the complex, dynamic and interactive nature of agricultural production systems

P1.2 describes the factors that influence agricultural systems

P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems

P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems

P2.3 describes the farm as a basic unit of production

P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements

P4.1 applies the principles and procedures of experimental design and agricultural research

P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Subject: Year 11 Ancient History

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 1 WEEK 9	TERM 3 WEEK 2	TERM 3 WEEK 8/9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	Source Analysis Task	Historical Investigation and Presentation	Yearly Examination
SYLLABUS COMPONENTS	Outcomes Assessed	AH11-6, AH11-7, AH11-9, AH11-10	AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-6, AH11-7, AH11-9
Knowledge and Understanding of Course Content	40%	10	10	20
Historical Skills in the analysis and evaluation of sources and interpretations	20%	10	5	5
Historical inquiry and research	20%	5	10	5
Communication of historical understanding in appropriate forms	20%	5	10	5
Total	100%	30%	35%	35%

OUTCOMES

A student:

AH11-1 describes the nature of continuity and change in the ancient world

AH11-2 proposes ideas about the varying causes and effects of events and developments

AH11-3 analyses the role of historical features, individuals and groups in shaping the past

AH11-4 accounts for the different perspectives of individuals and groups

AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world

AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH11-7 discusses and evaluates differing interpretations and representations of the past

AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

Subject: Year 11 Biology

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 1 WEEK 5	TERM 2 WEEK 9	TERM 3 WEEK 8/9
		Practical Investigation	Depth Study	Yearly Examination
	Task Description	First-hand Investigation	Depth Study Project	Examination
SYLLABUS COMPONENTS	Outcomes Assessed	BIO11/12-1 , BIO11/12-3, BIO11/12-4, BIO11/12-8, BIO11-9	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-9	BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7 BIO11-8, BIO11-9, BIO11-10, BIO11-11
Knowledge & Understanding	40%	10	10	20
Working Scientifically	60%	20	20	20
Total	100%	30%	30%	40%

OUTCOMES

A student:

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

BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes

BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms

BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species

BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

Subject: Year 11 Business Studies

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 2 WEEK 2	TERM 2 WEEK 7	TERM 3 WEEK 8/9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	Topic 1: Research and business report	Topic 3: Business plan for SME	All Topics: Yearly Examination
SYLLABUS COMPONENTS	Outcomes Assessed	P1, P2, P3, P7, P9	P2, P4, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
Knowledge and understanding of course content	40%	10	10	20
Stimulus-based skills	10%		5	5
Inquiry and research	20%	10	10	
Communication of business information, ideas and issues in appropriate forms	30%	10	10	10
Total	100%	30%	35%	35%

OUTCOMES

A student:

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

Subject: Year 11 Chemistry

	Task	TASK 1	TASK 2	TASK 3
	Due Date	Term 1, Week 8	Term 2, Week 7	Term 3, Week 8/9
		Practical Test	Depth Study Report	Yearly Examination
	Task Description	Module 1 Properties and Structure of Matter	Module 2 Quantitative Chemistry Module 3 Reactive Chemistry	All modules
SYLLABUS COMPONENTS	Outcomes Assessed	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-7, CH11-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-9	CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11
Skills in Working Scientifically	60	20	20	20
Knowledge and Understanding	40	10	10	20
Total %	100	30	30	40

OUTCOMES

A student:

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

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 reaction

CH11-11 analyses the energy

considerations in the driving force for chemical reactions

Subject: Year 11 Community and Family Studies

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 1 WEEK 6	TERM 2 WEEK 4	TERM 3 WEEK 8/9
		Interview: Study Habits	Open Book Essay Response	Yearly Examination
	Task Description	Design, conduct and analyse an interview	Leadership	Resource Management, Individuals and Groups, Families and Communities
SYLLABUS COMPONENTS	Outcomes Assessed	P1.1, P1.2, P4.2, P5.1, P6.1, P6.2	P2.1, P2.3, P4.1, P4.2	P1.1 - P7.4
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, Research Methodology, analysing and communicating.	60%	25%	25%	10%
Total	100%	35%	35%	30%

OUTCOMES:

A student:

- P1.1** describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2** proposes effective solutions to resource problems
- P2.1** accounts for the roles and relationships that individuals adopt within groups
- P2.2** describes the role of the family and other groups in the socialisation of individuals
- P2.3** examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4** analyses the interrelationship between internal and external factors and their impact on family functioning
- P3.1** explains the changing nature of families and communities in contemporary society
- P3.2** analyses the significance of gender in defining roles and relationships
- P4.1** utilises research methodology appropriate to the study of social issues
- P4.2** presents information in written, oral and graphic form
- P5.1** applies management processes to maximise the efficient use of resources
- P6.1** distinguishes those actions that enhance wellbeing.
- P6.2** uses critical thinking skills to enhance decision making.
- P7.1** appreciates differences among individuals, groups and families within communities and values their contributions to society
- P7.2** develops a sense of responsibility for the wellbeing of themselves and others
- P7.3** appreciates the value of resource management in response to change
- P7.4** values the place of management in coping with a variety of role expectations

Subject: Year 11 Design and Technology

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 1 WEEK 7	TERM 3 WEEK 1	TERM 3 WEEKS 8/9
		Research Task	Practical and Support Documentation	Examination
	Task Description	Designer Case Study	Mini MDP and Portfolio	Yearly Examination
SYLLABUS COMPONENTS	Outcomes Assessed	P1.1 P2.1 P2.2 P6.1	P3.1 P4.1 P4.2 P4.3 P5.1 P5.2 P5.3 P6.2	P1.1 P2.2 P5.1 P5.2 P5.3
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%	20%	30%	10%
Total	100%	30%	40%	30%

OUTCOMES

A student:

P1.1 examines design theory and practice, and considers the factors affecting designing and producing in design projects.

P2.1 identifies design and production processes in domestic, community, industrial and commercial settings.

P2.2 explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects.

P3.1 investigate and experiments with techniques in creative and collaborative approaches in designing and producing.

P4.1 uses design processes in the development and production of design solutions to meet identified needs and opportunities.

P4.2 uses resources effectively and safely in the development and production of design solutions

P4.3 evaluates the processes and outcomes of designing and producing.

P5.1 uses a variety of management techniques and tools to develop design projects.

P5.2 communicates ideas and solutions using a range of techniques.

P5.3 uses a variety of research methods to inform the development and modification of design ideas.

P6.1 investigates a range of manufacturing and production processes and relates these to aspects of design projects.

P6.2 evaluates and uses computer-based technologies in designing and producing.

Subject: Year 11 Earth and Environmental Science

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 2 WEEK 1	TERM 2 WEEK 8	TERM 3 WEEK 8/9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	Practical Investigation First Hand Investigation	Depth Study - Research and Presentation	End of Course Examination
SYLLABUS COMPONENTS	Outcomes Assessed	EES11-3, EES11-5, EES11-6, EES11-8	EES11-1, EES11-2, EES11-4 EES11-7, EES11-11	EES11-8, EES11-9, EES11-10, EES11-11, EES11-5, EES11-6, EES11-7
Knowledge and understanding of course content	40%	5	15	20
Skills in Working Scientifically	60%	25	25	10
Total	100%	30%	40%	30%

OUTCOMES

A student:

EES11-1 Develops and evaluates questions and hypotheses for scientific investigation

EES11-2 Designs and evaluates investigations in order to obtain primary and secondary data and information

EES11-3 Conducts investigations to collect valid and reliable primary and secondary data and information

EES11-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

EES11-5 Analyses and evaluates primary and secondary data and information

EES11-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

EES11-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose

EES11-8 Describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere and biosphere and how they are interrelated

EES11-9 Describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries

EES11-10 Describes the factors that influence how energy is transferred and transformed in the Earth's systems

EES11-11 Describes human impact on the Earth in relation to hydrological processes, geological processes and biological changes

Subject: Year 11 Advanced English

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 1 WEEK 10	TERM 2 WEEK 9	TERM 3 WEEK 8/9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	Reading to Write <ul style="list-style-type: none"> • Short answer (in class) • Composition and reflection (take home) 	Module A <ul style="list-style-type: none"> • Multimodal task 	Yearly Examination <ul style="list-style-type: none"> • Short answer • Mod B essay • Composition
SYLLABUS COMPONENTS	Outcomes Assessed	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-8, EN11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-7, EN11-8	EN11-1, EN11-3, EN11-4, EN11-5, EN11-7, EN11-8
Knowledge and understanding of course content	50%	20%	10%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	20%	10%	20%
Total	100%	40%	20%	40%

OUTCOMES

A student:

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

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

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

EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

Subject: Year 11 Standard English

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 1 WEEK 10	TERM 2 WEEK 9	TERM 3 WEEK 8/9
	Task Description	Reading to Write <ul style="list-style-type: none"> • Short answer (in class) • Composition and reflection (take home) 	Module A <ul style="list-style-type: none"> • Multimodal task 	Yearly Examination <ul style="list-style-type: none"> • Short answer • Mod B essay • Composition
SYLLABUS COMPONENTS	Outcomes Assessed	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-8, EN11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-7, EN11-8	EN11-1, EN11-3, EN11-4, EN11-5, EN11-7, EN11-8
Knowledge and understanding of course content	50%	20%	10%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	20%	10%	20%
Total	100%	40%	20%	40%

OUTCOMES

A student:

EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN11-6 investigates and explains the relationships between texts

EN11-7 understands and explains the diverse ways texts can represent personal and public worlds

EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning

EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

Subject: Year 11 English Studies

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 1 WEEK 10	TERM 3 WEEK 6	TERM 3 WEEK 8/9
	Task Description	Mandatory Module: Achieving through English <ul style="list-style-type: none"> • Cover Letter • Resume • Interview 	Portfolio of all ongoing classwork	Yearly Examination <ul style="list-style-type: none"> • Short answer • Essay • Composition
SYLLABUS COMPONENTS	Outcomes Assessed	ES 11-1, ES 11-3, ES11-4, ES 11-6	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9 ES 11-10	ES11-1; ES11-2; ES11-3; ES11-5, ES11-6; ES11-7; ES11-8; ES11-9
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	50%	15%	20%	15%
Total	100%	30%	40%	30%

OUTCOMES

A student:

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

ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11-4 composes a range of texts with increasing accuracy and clarity in different forms

ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES11-7 represents own ideas in critical, interpretive and imaginative texts

ES11-8 identifies and describes relationships between texts

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

ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

Subject: Year 11 English Extension

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 1 WEEK 8	TERM 3 WEEK 2	TERM 3 WEEK 8/9
	Task Description	Creative writing	Research project	Yearly Examination <ul style="list-style-type: none"> • Critical essay • Creative response
SYLLABUS COMPONENTS	Outcomes Assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-3, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-5
Knowledge and understanding of course content	50%	10%	20%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	20%	20%
Total	100%	20%	40%	40%

OUTCOMES

A student:

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

EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

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

EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

Subject: Year 11 Geography

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 1 WEEK 8	TERM 3 WEEK 1	TERM 3 WEEK 8/9
	Task Description	Biophysical Interactions Research Task	Senior Geography Project	Yearly Examination
SYLLABUS COMPONENTS	Outcomes Assessed	P1, P2, P3, P7, P8, P9, P12	P7, P8, P9, P10, P11, P12	P1, P3, P4, P5, P6, P12
Knowledge and understanding of course content	40%	10%	10%	20%
Geographical tools and skills	20%	5%	10%	5%
Geographical inquiry and research, including fieldwork	20%	5%	10%	5%
Communication of geographical information, ideas and issues in appropriate forms	20%		10%	10%
Total	100%	20%	40%	40%

OUTCOMES

A student:

- P1 differentiates between spatial and ecological dimensions in the study of geography
- P2 describes the interactions between the four components which define the biophysical environment
- P3 explains how a specific environment functions in terms of biophysical factors
- P4 analyses changing demographic patterns and processes
- P5 examines the geographical nature of global challenges confronting humanity
- P6 identifies the vocational relevance of a geographical perspective
- P7 formulates a plan for active geographical inquiry
- P8 selects, organises and analyses relevant geographical information from a variety of sources
- P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
- P10 applies mathematical ideas and techniques to analyse geographical data

Subject: Year 11 Legal Studies

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 2 WEEK 2	TERM 2 WEEK 8	TERM 3 WEEK 8/9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	Topic 1: Media file and research report	Law in Practice: extended research response - evaluative essay	All topics: Yearly Examination
SYLLABUS COMPONENTS	Outcomes Assessed	P2, P3, P4, P5, P7, P8, P9	P1, P3, P4, P6, P7, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
Knowledge & understanding of course content	50%	15%	15%	20%
Inquiry & research	20%	10%	10%	
Oral and written communication of legal information, ideas & issues in appropriate forms	30%	10%	10%	10%
Total	100%	35%	35%	30%

OUTCOMES

A student:

P1. identifies and applies legal concepts and terminology

P2. describes the key features of Australian and international law

P3. describes the operation of domestic and international legal systems

P4. discusses the effectiveness of the legal system in addressing issues

P5. describes the role of law in encouraging 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

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

Subject: Year 11 Mathematics Standard

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 1 WEEK 7	TERM 2 WEEK 3	TERM 3 WEEK 8/9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	In-class topic test	Investigative task	End of Course Examination
SYLLABUS COMPONENTS	Outcomes Assessed	MS11-1, MS11-2, MS11-6, MS11-7, MS11-9, MS11-10	MS11-3, MS11-4, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10
Understanding, Fluency and Communication	50%	15	15	20
Problem Solving, Reasoning and Justification	50%	15	15	20
Total	100%	30%	30%	40%

OUTCOMES

A student:

MS11-1 uses algebraic and graphical techniques to compare alternative solutions to contextual problems

MS11-2 represents information in symbolic, graphical and tabular form

MS11-3 solves problems involving quantity measurement, including accuracy and the choice of relevant units

MS11-4 performs calculations in relation to two-dimensional and three dimensional figures

MS11-5 models relevant financial situations using appropriate tools

MS11-6 makes predictions about everyday situations based on simple mathematical models

MS11-7 develops and carries out simple statistical processes to answer questions posed

MS11-8 solves probability problems involving multistage events

MS11-9 uses appropriate technology to investigate, organise and interpret information in a range of contexts

MS11-10 justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Subject: Year 11 Mathematics Advanced

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 1 WEEK 6	TERM 2 WEEK 3	TERM 3 WEEK 8/9
	Task Description	In-class topic test - Algebraic techniques	Investigative task - Functions	End of Course Examination
SYLLABUS COMPONENTS	Outcomes Assessed	MA11-1, MA11-8, MA11-9	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MS11-9
Understanding, Fluency and Communication	50 %	15	15	20
Problem Solving, Reasoning and Justification	50 %	15	15	20
Total	100%	30%	30 %	40%

OUTCOMES

A student:

MA11-1 uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems

MA11-2 uses the concepts of functions and relations to model, analyse and solve practical problems

MA11-3 uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA11-4 uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MA11-5 interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6 manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

MA11-7 uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MA11-8 uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

MA11-9 provides reasoning to support conclusions which are appropriate to the context

Subject: Year 11 Mathematics – Extension 1

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 1 WEEK 7	TERM 2 WEEK 6	TERM 3 WEEK 8/9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	In-class topic test - Permutations and Combinations	Investigative task - Polynomials and Inverse functions	End of Course Examination
SYLLABUS COMPONENTS	Outcomes Assessed	ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7
Understanding, Fluency and Communication	50 %	15	15	20
Problem Solving, Reasoning and Justification	50 %	15	15	20
Total	100%	30%	30%	40%

OUTCOMES

A student:

ME11-1 uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

ME11-2 manipulates algebraic expressions and graphical functions to solve problems

ME11-3 applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

ME11-4 applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

ME11-5 uses concepts of permutations and combinations to solve problems involving counting or ordering

ME11-6 uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts

ME11-7 communicates making comprehensive use of mathematical language, notation, diagrams and graphs

Subject: Year 11 Modern History

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 1 WEEK 9	TERM 3 WEEK 2	TERM 3 WEEK 8/9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	Source Analysis Task	Historical Investigation and Presentation	Yearly Examination
SYLLABUS COMPONENTS	Outcomes Assessed	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9, MH11-10
Knowledge and Understanding of Course Content	40%	10	10	20
Historical Skills in the analysis and evaluation of sources and interpretations	20%	10	5	5
Historical inquiry and research	20%	5	10	5
Communication of historical understanding in appropriate forms	20%	5	10	5
Total	100%	30%	35%	35%

OUTCOMES

A student:

MH11-1 describes the nature of continuity and change in the modern world

MH11-2 proposes ideas about the varying causes and effects of events and developments

MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4 accounts for the different perspectives of individuals and groups

MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world

MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7 discusses and evaluates differing interpretations and representations of the past

MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

Subject: Year 11 Music

	Task	TASK 1	TASK 2 Part A and B	TASK 3 parts a and b
	Due Date	TERM 1, WEEK 9	TERM 2, WEEK 7	TERM 3, WEEK 8/9
		COMPOSITION TASK	A: MUSICOLOGY TASK	A: AURAL EXAM
	Task Description	Composition task Students to create a short composition of no more than 2 mins, demonstrating the key musical concepts, fundamental composition techniques, using traditional and/or non-traditional notation.	Viva Voce. Students are to formulate a musical discussion point relating to one of their topics of study. The students will then present a maximum of 10 minute discussion, using musical examples, to explore this discussion point.	Aural exam Students will sit an hour long Aural exam, testing 4 musical pieces and covering all the musical concepts.
			B: PERFORMANCE TASK	B: PERFORMANCE TASK
			Students will perform 1 piece as a group to perform in class. Group can be a range of instruments, with prominent parts for each assessed student.	Students will prepare 1 individual pieces to perform.
SYLLABUS COMPONENTS	Outcomes Assessed	P3, P5, P7, P8	Part A: P2, P4, P6 Part B: P1, P2, P9	Part A: P4, P5, P6, P8 Part B: P1, P2, P9
Composition	25%	25%		
Musicology	25%		25%	
Performance	25%		10%	15%
Aural	25%			25 %
Total	100%	25%	35%	40%

OUTCOMES

P1: performs music that is characteristic of the topics studied

P2: observes, reads, interprets and discusses simple musical scores characteristics of topics studied

P3: improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources receiving the cultural and historical contexts studied.

P4: recognises and identifies the concepts of music and discusses their uses in a variety of musical styles

P5: comments on and constructively discusses performances and compositions

P6: observes and discusses concepts of music in works representative of the topics studied.

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

P9: performs as a means of self-expressions and communication

Subject: Year 11 Personal Development, Health and Physical Education

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 2, WEEK 1	TERM 3, WEEK 3	TERM 3, WEEK 8/9
		TYPE OF TASK	TYPE OF TASK	TYPE OF TASK
	Task Description	Research task Better Health for Individuals	In class task Body in Motion	Yearly Examination
SYLLABUS COMPONENTS	Outcomes Assessed	P1 P2 P3 P4 P5 P6 P15 P16	P7 P8 P9 P10 P11 P16 P17	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11 P12 P15 P16 P17
Knowledge and understanding of the factors that affect health		20%		15%
Knowledge and understanding about the way the body moves			30%	15%
Apply the skills of critical thinking, research and analysis		10%		10%
Total	100%	30%	30%	40%

OUTCOMES:

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

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

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

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 concepts

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.

Subject: Year 11 Textiles and Design

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 1 WEEK 8	TERM 2 WEEK 8	TERM 3 WEEKS 8/9
		Design exercises	Practical work & support documentation	Examination
	Task Description	Communication Techniques Portfolio	Preliminary Project and Portfolio	Yearly Examination
SYLLABUS COMPONENTS	Outcomes Assessed	P2.1, P2.3, P3.2	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1
Knowledge and understanding of course content	50%	10%	10%	30%
Skills and knowledge in the design, manufacture and management of textiles projects.	50%	10%	30%	10%
Total	100%	20%	40%	40%

OUTCOMES

A student:

P1.1 describes the elements and principles of design and uses them in a variety of applications.

P1.2 identifies the functional and aesthetic requirements and features of a range of textile items.

P2.1 demonstrates the use of a variety of communication skills, including computer-based technology.

P2.2 develops competence in the selection and use of appropriate manufacturing techniques and equipment.

P2.3 manages the design and manufacture of textile products.

P3.1 identifies properties of a variety of fabrics, yarns and fibres for end-uses.

P3.2 justifies the selection of fibres, yarns and fabrics for end-uses.

P4.1 identifies and selects textiles for specific end-uses based on analysis of experimentation.

P5.1 examines the status of the Australian Textile, Clothing, Footwear and Allied Industries with the global context.

P5.2 investigates the range of career options in design, consumerism, manufacturing and retail sectors of the Australian Textile, Clothing, Footwear and Allied Industries.

P6.1 identifies and appreciates the factors that contribute to the quality and value of textiles in society.

Subject: Year 11 Visual Arts

	Task	TASK 1	TASK 2	TASK 3
	Due Date	TERM 2, WEEK 2	TERM 2, WEEK 7	TERM 3, WEEK 8/9
		ART EXCURSION ESSAY	ARTMAKING	PRELIM EXAM
	Task Description	Essay response that uses examples from the Art Excursion to answer the Question.	Final submission of a series of works, using two expressive forms Non-assessable Progress Mark T2W4	Prelim Examination Section I Section II
SYLLABUS COMPONENTS	Outcomes Assessed	P7, P8, P9, P10	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10
Historical and Critical Studies	50%	20%		30%
Artmaking	50%		50%	
Total	100%	20%	50%	30%

OUTCOMES

A student:

Artmaking Outcomes:

P1: explores the conventions of practice on artmaking

P2: explores the roles and relationships between the concepts of artist, artwork, world and audience

P3: identifies the frames as the basis of understanding expressive representation through the making of art

P4: investigates subject matter and forms as representations

P5: investigates ways of developing coherence and layers of meaning in the making of art

P6: explores a range of material techniques in ways that support artistic intentions

Art Critical and Art History Outcomes:

P7: explores the conventions of practice in art criticism and art history

P8: explores the roles and relationships between concepts and artist, artwork, world and audience through critical and historical investigations of art

P9: identified the frames as the basis of exploring different orientations to critical and historical investigations of art

P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

YEAR 11 ASSESSMENT CALENDAR 2021

Term 1, 2021			Term 3, 2021		
<i>Week</i>	<i>Date</i>	<i>Lines</i>	<i>Week</i>	<i>Date</i>	<i>Lines</i>
1	25 January	Assessment Free	1	12 July	Ag, Geo, D&T
2	1 February		2	19 July	EngX, AH, MH
3	8 February		3	26 July	PDHPE
4	15 February		4	2 August	
5	22 February	Bio	5	9 August	
6	1 March	CAFS, MatA	6	16 August	EngStud
7	8 March	MatX, MatS, D&T	7	23 August	
8	15 March	Text, Chem, EngX, Geo	8	30 August	Yearly exams
9	22 March	Music, MH, AH	9	6 September	Yearly exams
10	29 March	EngA, EngS, EngStud	10	13 September	
Term 2, 2021					
<i>Week</i>	<i>Date</i>	<i>Lines</i>			
1	19 April	Ag, E&ES, PDHPE			
2	26 April	LS, VA, BSt			
3	3 May	Mat A, Mat St			
4	10 May	CAFS			
5	17 May				
6	24 May	MatX			
7	31 May	Chem, VA (Art Making), Music, BSt			
8	7 June	Text, LS, E&ES			
9	14 June	EngA, EngS, Bio			

Teachers will nominate the specific date for Assessment Tasks described in this booklet in accordance with the pattern above. Any changes to the schedule will require the teacher to provide a revised assessment schedule/or notification to students with at least two weeks notice.