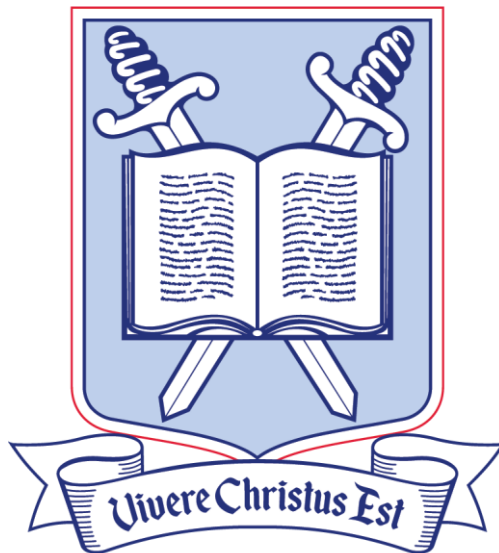


St Paul's

Catholic College



Booragul

Year 11

Assessment Policy

and

Assessment Schedules

2018

NB Assessment Calendar Dates are subject to change. Students should always check with their subject teacher in relation to dates/rescheduling of tasks.

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Introduction

Stage 6 subjects have their course content divided into two parts - the Year 11 Course and the Year 12 HSC Course. Year 11 courses at St Paul's Catholic College are conducted from the beginning of Year 11 until the end of Term 3 in Year 11, or into the early weeks of Term 4. Year 12 HSC courses will commence at the outset or in the initial weeks of Term 4.

Both Year 11 and Year 12 courses have a **continuous** assessment program, using a range of tasks.

The information below outlines the School response to some frequently asked questions regarding senior assessment.

What is a School Assessment?

A School Assessment is a mark calculated by the School, comparing your performance on School Assessment Tasks with that of all other students in the School doing the same course, in relation to a set of course outcomes. Separate assessment programs operate throughout the Year 11 and Year 12 Courses.

Why have Assessments?

It is not possible or desirable to test everything you do in a course in a single examination - for example, oral work in English, practical work in Design and Technology. A School Assessment will allow you to be given credit for your performance in these diverse areas, as well as basing your overall results on assessment tasks you have done throughout the whole course, rather than just on one examination at the end of the course. Assessment is used at St Paul's *for, as and of* learning, providing students with valuable feedback and 'feed-forward'.

Why is Assessment important?

There are several reasons:

- **Assessment tasks for the Year 11 Course are used to determine whether the course has been satisfactorily completed.** Only if a Year 11 Course has been satisfactorily completed can a student proceed to the Year 12 HSC Course.
- **All assessment tasks in the Year 12 HSC Course count towards the final HSC Assessment Marks forwarded to the NSW Education Standards Authority (NESA).** Your moderated Assessment Mark in each **NESA** Developed course will be reported on your **Higher School Certificate**.
- If you are unable to sit an HSC Exam due to illness or misadventure your **Assessment Mark in that course becomes extremely important in determining your final mark in that course.**
- The marks used in calculating your ATAR are based on the average of your moderated Assessment Mark and your Examination Mark for each HSC course. Thus, **your moderated Assessment Marks make up 50% of the marks used as the starting point in calculating your ATAR.** Clearly, it makes good sense to do your best in every assessment task.

Satisfactory Completion of a Course

The following course completion criteria refer to both Year 11 and Year 12 HSC Courses.

Course Completion Criteria

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

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

While the **NSW Education Standards Authority** does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals who must give students early warning of the consequences of such absences. Warning letters must relate to students' absence to the non-completion of course requirements.

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) **in writing**. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The principal will then apply the 'N' determination.

In addition to the above, a student studying for the HSC must:

- Have satisfactorily completed courses totalling at least 12 Units of Year 11 Courses and 10 Units of Year 12 HSC Courses which satisfy NESA's pattern of study requirements;
- Make a genuine effort to complete course requirements;
- Make a genuine attempt at assessment tasks, in courses where internal assessment marks are submitted, which contribute **in excess of** 50% of the available marks;
- Make, in competency based courses, a genuine attempt to complete the course;
- In subjects that have a requisite examination, sit for and make a genuine attempt at the examination.

How will my Assessment Mark be determined?

The **NSW Education Standards Authority** has provided guidelines for every NESA course and these have been distributed to every school in N.S.W. Your teachers have used these guidelines to draw up an Assessment Program for each course offered. Every school will follow the components and weightings contained in the guidelines, although schools will differ in how they assess the components.

What information do I have to know?

Each school has the responsibility to tell the students the following information:

- **what outcomes of the course will be assessed.**
- **how they will be assessed**, e.g. what essays, tests, tasks etc. will be used (these are the Assessment Tasks).
- **the relative value (weightings) of the tasks.**
- **when they are going to be assessed.**

This information will be passed on to you via a Subject Assessment Schedule, which you will sign for the receipt of, and the Term Calendar. In general, you can expect at least two weeks' notice of the due date for assessment tasks. In cases of unavoidable re-scheduling (eg excursions postponed due to weather conditions) all care will be taken to ensure students are aware of changes to dates for assessment. In the case of block exams, individual assessment schedules need not be issued.

How do I know how I am progressing in my Assessment?

The School will also let you know how you are progressing in your assessment tasks.

- After each task you will receive your mark, rank and accumulated rank.
- Each School Report in the HSC year will indicate your Assessment Cumulative Rank (ACR) in each course, i.e. your overall position in that course up to that time. This means that the ranks indicated on your final School Report for the HSC year are the ones you will receive officially from the NESA at the end of your HSC examination.
- Each Subject Department will keep a record of your assessment marks and a backup copy of these will also be kept in a second place for security.

How many Assessment Tasks will be used?

This is a decision made by individual faculties within the School. The **NSW Education Standards Authority mandates a maximum of THREE tasks in Year 11 and FOUR tasks in Year 12.**

What if I am absent from an Assessment Task?

If you are absent from a task **it is essential that you:**

- Inform the relevant Leader of Pedagogy by contacting the School Office on the day of your absence as early as possible.
- On the first day that you return to school, present clear written evidence to the Leader of Pedagogy that your absence was legitimate – in the case of sickness a **Doctor's Certificate is MANDATORY**. If the Leader of Pedagogy is unavailable see the Assistant Principal – Teaching and Learning.
- Collect an Absence, Illness and Misadventure Form from the School Office and submit it to the Leader of Pedagogy ASAP so that a decision can be made regarding the course of action to be followed.

The school will then establish if you were absent for a valid reason. If the school considers that your absence was **not** for a valid reason, **you will receive a zero mark for the task.**

If the reason for the absence is valid then the school will decide on one of the following courses of action:

- You may be required to complete the missed task or a substitute task as soon as possible at a time decided by the Leader of Pedagogy;

OR

- You may be given an estimate for the missed task in exceptional circumstances. This estimate will be finalised at the completion of the course based on your performance in other completed tasks.

In the case of absence from an examination during a Formal Examination period **ALL** of the rules and procedures above still apply.

If a student is aware that they will be absent from an upcoming assessment task due to Family Leave (eg Family Holiday) it is expected that the Principal will be notified in writing prior to the proposed absence. Alternative arrangements to complete the course requirements will then be made.

Students who miss more than one assessment task in a particular subject area may be asked by the Leader of Pedagogy to attend a Parental Interview to discuss the implications. Students are reminded that, in accordance with directions from the **NSW Education Standards Authority**, they will be deemed **unsatisfactory** in a given subject if they fail to make a valid attempt at assessment tasks that contribute in excess of 50% of the available marks in that subject.

Remember... it is *Your* responsibility to contact the school, provide evidence and find out the course of action to be taken.

What if I think my performance in a Task has been affected by Illness or Misadventure?

Whenever possible, it is advisable for students to attempt an examination/task.

Whether able to undertake the task or not, students must:

- Advise the relevant Leader of Pedagogy of their Absence, Illness or Misadventure either prior to or on the date of the examination/task

AND

- Complete and submit the appropriate application form **WITHIN THREE DAYS** of the date of the task.

Students who become so ill **during a task** that they feel their performance will be adversely affected **must advise the supervisor of the task as soon as this circumstance arises**, so that the supervisor can provide information to the Leader of Pedagogy. The student must still submit an Absence, Illness or Misadventure application form as outlined above.

Students who experience some misadventure (eg car accident on the way to an exam), or who are aware of some circumstance (eg injury to writing hand) that will adversely affect their performance, are to inform the relevant Leader of Pedagogy upon arrival at the school to enable appropriate action to be taken. Once again, an Absence, Illness or Misadventure application form must be submitted.

If exceptional circumstances prevent a student from submitting the application within three days, then they should contact the Assistant Principal – Teaching and Learning for further advice.

All Absence, Illness and Misadventure applications will be reviewed by a panel comprising the Assistant Principal – Teaching and Learning and TWO Leaders of Pedagogy. They will consider the grounds of the application, the recommendations of the classroom teacher and specific Leader of Pedagogy, current policies, and past precedents in undertaking their deliberations. Students will be advised in writing of the outcome of their application.

If a task is attempted by a student who then submits an Absence, Illness or Misadventure form, the task will be marked as usual, while the application will be considered separately by the panel. The outcome of the application will be determined and appropriate actions undertaken before final results are provided to the student.

Students have the right to appeal the decision of the panel, by lodging a written request for review with the School Principal **WITHIN THREE DAYS** of having been notified of the original decision.

What if I hand in a Task late?

A short extension of time may be granted for valid reasons, if applied for **in writing** to the Leader of Pedagogy at least three (3) working days before the due date. If the reasons are not valid, the request will be denied and punctual submission will be requested to avoid a zero mark. Consideration is given for that portion of a task which may be complete, provided it is submitted by the due date.

If you fail to complete a task on time you must:

- Inform your teacher or Leader of Pedagogy.
- Present evidence that you have valid reasons for the non-completion.
- Submit the work that you have done up to the due date.

NOTE: Notifications for submission-style tasks indicate the final date by which the work must be received by the teacher. Absence on this final date is **NOT** a valid reason for late submission. (i.e. students are responsible to ensure their work is at school even if they are absent).

All submitted tasks MUST be handed in to the Student Services office PRIOR to 8.45am on the day the task is due with your name, teacher and the task clearly marked.

Students who fail to submit a task on time, will be penalised according to the following scale:

Task Submitted	Penalty
1 Day Late	20% of total possible mark
2 Days Late	40% of total possible mark
3 Days Late	Zero Mark Awarded

Note: This penalty scale applies only for submission-based tasks not for examination or in-class tasks.

The Distribution and Handing in of Tasks

- When the assessment policy and individual tasks are distributed, a student will sign a class list to indicate they have received the task.
- **All submitted tasks MUST be handed in to the Student Services office PRIOR to 8.45am on the day the task is due with your name, teacher and the task clearly marked.**
- Note that there is no provision for acceptance of tasks outside that specified for collection, nor is this the appropriate channel for seeking extensions of time or offering explanations - you must see the Leader of Pedagogy in these cases.

Do I have to complete The Assessment Tasks?

Yes. It is important to note that the school policy is that tasks **must** be submitted regardless of penalties to fulfil **the** expectations of NESA. Students who fail to submit tasks will be required to attend school after hours to complete outstanding assessment work. Furthermore, NESA highlights that failure to meet the course criteria in Year 11 Courses may put progression into Year 12 HSC Courses in jeopardy.

For students in HSC Courses who fail to make a valid attempt at assessment tasks that contribute in excess of 50% of the available marks in that course, the NSW Education Standards Authority specifies that the Principal must certify that the course has not been studied satisfactorily and neither the Examination Mark nor the Assessment Mark will be recorded on the HSC. If as a result of this the student has fewer than 10 units, he/she will become ineligible for the award of a HSC.

If it appears that you are at risk of not satisfying NESA's requirements in a particular course, the Principal will issue you and your parents an Official Warning in time for the problem to be corrected.

Note that in all cases of assessment tasks being late, being incomplete or being missed the responsibility of informing the Leader of Pedagogy and presenting a case against the awarding of a zero mark rests with the *student*.

What if I am responsible for Malpractice in performing Assessment Tasks?

For examination-type tasks, the rules governing the HSC examination will be followed, namely cancellation of papers and the award of a zero mark (see **Student Guide to the HSC**).

With regard to extended tasks (practical work, projects, research essays, etc.) proven dishonesty may likewise result in the award of a zero mark. Students should be warned that plagiarism will be viewed as dishonest appropriation of another's work and will attract a significant penalty.

What if I have long-term illness or problems at home?

The General Guidelines state that the School Assessment cannot compensate for factors such as these which operate throughout the course. However, with regard to particular tasks the grounds for appeal with regard to illness or misadventure and the evidence required will be the same as those outlined for the HSC examination. Likewise for students with disabilities, special provisions as outlined in the ACE MANUAL will apply during the performance of assessment tasks, especially where these take the form of a written examination.

What if I am an Independent Student?

An Independent Student is defined as one living away from the parental home without financial or other support from the parents/guardians. Such students are totally responsible for ensuring that they comply with all aspects of the School Assessment Policy. For example, in cases of missing an Assessment Task due to illness such students are responsible for obtaining and supplying the School with a medical certificate.

What if I disagree with the Teacher's Assessment?

The answer to this depends on whether you disagree with the marks awarded or with your position in the course.

- If you are concerned about the mark, you need to discuss this with your teacher when the work is returned. If you are still not satisfied you will need to pursue the matter with the relevant Leader of Pedagogy. The final decision on the mark awarded can **not** be appealed against.
- At the end of your last HSC Examination you may collect a card with details of your Assessment position in each course in relation to other students who took the same course in the school. If this rank or position is significantly different from what you expected (i.e. the ACR indicated on your Final School Report) you can request the Principal to review your assessment. The Principal will establish a panel to ensure that the weightings used by the School were the same as stated by NESAs, that the School followed the Assessment Policy it established for the course and that there were no errors in the calculation or recording of marks.

You (and also NESAs) will be informed as to the findings of the Review. If it finds no error, no further action will be taken. If an error is found it will be corrected. If you are not satisfied with the outcome of the Review you may appeal through the school to the **NSW Education Standards Authority** which will check to ensure that the School Review was carried out correctly.

Will I be told my Final Assessment Mark?

The mark the school forwards to NESAs in each course remains confidential. This is because the **Assessment Mark will be moderated and it may change.** (Moderation is a process by which a school's Assessment Marks in each course are adjusted according to the school's performance in that course in the HSC Examination). You will have a final aligned Assessment Mark reported on your HSC. Even if the School's Assessment Mark does change either up or down after moderation, your rank order for the course will **NOT** change (i.e. 1st remains 1st, 2nd remains 2nd, and so on).

The School may give you your marks on individual assessment tasks, but be aware that the simple addition of these marks will not give your overall Assessment Mark - various weightings have to be applied.

How does the formal assessment program contribute to my Record of School Achievement (RoSA)?

For each student who completes a Stage 5 and Stage 6 course (except Life Skills and VET courses), the school awards a grade representing each student's achievement against statewide standards. The grade is submitted to NESA and recorded on the RoSA. The RoSA is a cumulative credential received by students who leave before the completion of HSC examinations. Students are able to access an eRecord of their grades at any time through their Students Online account.

School Based Review of Senior Assessment

Details of review procedures are the responsibility of individual schools. The **NSW Education Standards Authority's** recommended procedures to be employed within schools are outlined below.

As the final school assessment marks are not available to students, any assessment review will be based on the rank order placement as indicated on the Assessment Rank Order Notices provided to students and feedback on their performance during the course. Students who consider that their placement in the rank order for any course is not correct on the basis of feedback on their performance during the course may seek a school review.

Students are not entitled to seek a review of teachers' judgements of the worth of individual performance in assessment tasks. The marks or grades awarded will not be subject to review as part of this process. Any disputes over an individual task must be resolved at the time the task is returned to the student.

In conducting an assessment review it is necessary for the school to ascertain whether:

- the **weightings** specified by the school in its assessment program conform to NESA's requirements as detailed in the syllabus packages;
- the **procedures** used by the school for determining the final assessment mark conform with its stated assessment program – in particular, the weightings used for the various assessment tasks should be consistent with those specified in the assessment program;
- there are no **computational or other clerical errors** in the determination of the assessment mark.

Provided the school is satisfied that these conditions have been met, no change to the assessment will be made.

The school must return to NESA an Assessment Review Schedule detailing all reviews sought by students from their school by the date shown in the Higher School Certificate Events Timetable.

Should a review on the above procedural areas be requested, a student is required to put in writing within seven days of receiving an assessment outcome, his/her appeal. This appeal will be forwarded to the relevant Leader of Pedagogy.

A panel that comprises the Principal or Assistant Principal, Student Coordinator and relevant Leader of Pedagogy shall consider the grounds for appeal.

The school must inform the student of the outcome of the school review of their assessment and advise them of the provision for subsequent appeal to NESA. The advice on this appeal to NESA should include information about grounds for appeal (see Section 15.4.2).

Appeals to the NSW Education Standards Authority (NESA): Where possible, all reviews will be resolved within the school. However, provision has been made for subsequent appeals to NESA. There is no provision for appeal against the marks awarded for individual assessment marks. Should this means of appeal be sought, a student is reminded it only relates to procedural matters and does not relate to marks awarded.

A Student's evidence on appeal. Relevant evidence might include information about:

- the school's stated assessment program;
- the assessment program as actually implemented;
- feedback given to the student about his or her performance in assessment tasks;
- the adequacy of the procedures used in the school review;
- the propriety with which it was conducted.

Students are not to submit assessment tasks or claims about the marking of assessment tasks, as these are not subject to review or appeal.

VET Courses and Assessment

All VET courses are 2 units / 240 hours. VET courses are **competency based**. This requires students to develop the skills and knowledge described in each unit of competency. Students must demonstrate to a qualified assessor (The VET teacher) that they can effectively carry out the various tasks to a standard required in the appropriate industry.

As in all other HSC subjects VET students will receive '**N Awards**' for failure to:

- Follow the course developed or endorsed by the Board; and
- Apply themselves with diligence and sustained effort to the set tasks; and
- Achieve some or all of the course outcomes.

VET Reporting

There is no pass or fail system with a VET Course, students will be deemed COMPETENT or NOT YET COMPETENT for each unit studied, and this is recorded by the VET teacher, as well as in the **Vocational HSC Report** issued by the school.

AQF (Australian Qualifications Framework)

Assessment for VET courses is **on-going** throughout the course and may consist of a combination of written and practical tasks or demonstrations. All units of competency studied during both the Year 11 and Year 12 HSC years will count towards the students' **AQF Accreditation** provided all units of competency are achieved:

- Hospitality Certificate II
- Construction Certificate I
- Business Certificate II
- Information Technology Certificate II

A Statement of Attainment will be issued if only some units of competency are achieved. These will be awarded at the end of the Year 12 HSC year.

VET Schedule

A VET Course schedule for each subject is outlined in this booklet. For formal assessments, students will need to follow the same guidelines set out in the handbook i.e. reasons for absence, misadventure, lateness and notification to the school. Students have only until the end of the nominated term to submit work for assessment consideration.

Examinations

Students will be given examinations at mid-Year 11, end of Year 11 Course, mid-HSC and HSC Trial, in preparation for the HSC. These exams are compulsory.

HSC Examinations

The HSC examination for VET is optional. The examination is independent of the competency-based assessment undertaken during the course. Students wishing to use achievements in their VET course for calculation towards an **ATAR** can choose to undertake the written exam and will nominate this option during the HSC year. A trial HSC exam will be undertaken by **ALL** students. All core units of competency covered in Year 11 and Year 12 HSC year will be assessed in the HSC exam. The marks achieved by students in the exam are used as the sole basis for determining the students ATAR.

The NSW Education Standards Authority does require the school to send in an **estimated mark**, which at St Paul's will be a combination of mid – HSC and Trial HSC examination tasks.

'Competency'

For a student to be assessed as 'Competent' in a particular unit, the assessment tasks, whether written or practical, are required to be completed or demonstrated to a particular standard. If a student is assessed as being 'Not yet competent' in a particular UNIT, they will be required to **repeat** assessment tasks in the same format or in any other form until the VET teacher can determine achievement. In a written task this may mean, for example, that the student needs to achieve a certain percentage mark.

Work Placement

Part of the formal assessment for VET courses is **compulsory Work Placement**, 35 hours per year (total of 70 hours for the course). Because the student is absent from school during this time the **responsibility lies with the student** to ensure all other assessment tasks due in other courses are completed, preferably before work placement. The rules for absence / extension or misadventure apply to students who attend work placement. Career Links is responsible for finding placements for students.

Recognition of Prior Learning (RPL)

If a student believes that they can satisfy the requirements of any course competency as a result of prior learning, practical experience or both, they may apply to be exempted from doing this unit of competency.

In order to gain exemption or be credited for a competency, the student must either:

- Satisfy their VET teacher in a personal interview that they possess the required knowledge and/or
- Present the recent certificate of attainment from an approved training institution, accredited to conduct such training
- Successfully complete an assessment as determined by the VET teacher.

To apply for the granting of an exemption the student needs to ask their VET teacher or Coordinator for a **'Student RPL Application Kit'**. When this has been completed it must be returned to your VET teacher, together with the appropriate documentary evidence. The VET teacher considers the request and advises the student of the outcome using the Assessor Report Form.

If RPL is given for a particular unit, then the student is required to study another unit of equivalent indicative hours in order to satisfy the requirements for the full 2 Unit Credit towards the HSC.

Competencies involving WH&S will not be considered for RPL unless it is an accreditation for the Construction WH&S General Induction Course.

TAFE Students

Students enrolling in TAFE will need to liaise with the TAFE College concerned, regarding assessment requirements for the course. It is the student's responsibility to be aware of specific requirements for their courses.

Absence, Illness and Misadventure Form

Years 11 and 12

Student Name: _____

School Year: _____

Subject: _____

Date of Task: _____

Assessment Task: _____

Weight: _____

In Class task Formal Examination Submission Practical task

Parent/Guardian's signature

Student's signature

Date _____

Date _____

Complete either Section A or Section B (*not both*)

Section A: If you did not submit or missed this assessment task.

Reason for missing the assessment task. (please ✓)

Illness Misadventure Bereavement Approved leave Other

Please give details: _____

Action taken by student: (please ✓)

- The school was notified of this absence on: _____ Date _____
- A note from parent/guardian is attached.
- A medical certificate is attached (Years 11 & 12).

OR

**Section B: Application for Extension / Notification for future absences /
Exceptional Circumstances.**

Please give details of reason for application: _____

A letter from parent/guardian is attached Date _____

Panel’s Decision

- Application upheld – Student to attempt task.
- Application Upheld – Student to attempt substitute task.
- Application upheld - Extension of time granted; new due date _____.
- Application upheld – Student to be awarded the higher result of their original attempt or the estimate of the Leader of Pedagogy
- Application declined

Assistant Principal – Teaching and Learning

Signature _____ **Date** _____

✓ *Copies forwarded to Class Teacher* *Student* *Student Coordinator*

Staff use only

Teacher's Recommendations.

Teacher's signature

Date

Leader of Pedagogy's Recommendations.

Leader of Pedagogy's signature

Date

How to Write a Bibliography

A Bibliography is an alphabetical list attached to your assignment, which lists all the sources of information you used when researching your work. It acknowledges the work of others and demonstrates the extent of your research. It is also necessary to use so you are not accused of plagiarism, which is a serious offence.

Our school uses the Chicago Author-Date method, which is outlined below. The library also has a more detailed guide with examples and there are sites online which can help as well.

Setting out is very important. Make sure you follow the guidelines closely, paying careful attention to punctuation – commas, full stops and italics.

Websites

The information about a website might vary. A website is subject to change, so you must include an access date, or if available, a date the site was last modified. In the absence of a date of publication, use the access date or modification date as the basis of the citation. Author's name. Year. Title. Access date. Address.

McDonald's Corporation. 2008. "McDonald's Happy Meal Toy Safety Facts." Accessed July 19.

<http://www.mcdonalds.com/corp/about/factsheets.html>

Newspaper Article

Print version: Author's surname, Christian name. Year. Title. *Name of newspaper*. Publication date.

Mendehilson, Daniel. 2010. "But Enough about Me." *Newcastle Herald*, January 25.

If the newspaper article has been accessed online, you must also include the URL and the access date.

Mendehilson, Daniel. 2010. "But Enough about Me." *Newcastle Herald*, January 25. Accessed February 26, 2011.

<http://www.theherald.com.au/news/local/news/general/but-enough-about-me/2293936.aspx>

Books

Author's surname, Christian name. Year. *Title of book*. Place of publication: Publisher

Pollan, Michael. 2006. *The Omnivore's Dilemma: A Natural History of Four Meals*. New York: Penguin

For other sources of information, eg journal articles, blog entry, documentary, please refer to the full bibliographic guide in the library. Please ask at the library if you need any help.

St Paul's Catholic College – Staff List

Principal	Mr Graeme Selmes
Assistant Principal (Teaching and Learning)	Miss Roisin McVeigh
Assistant Principal (Community & Wellbeing)	Mr James Furey

Student Coordinators: 7-12

Mrs Trish Furey/Mr Sam Heagney
Mr Ross Wilson
Ms Kerrie-Lee Guest
Mrs Tracey Evans
Mrs Blair Brownlee
Mrs Libby Lucas (T1 only) / Mrs Cayte Pryor

Leaders of Pedagogy

Religious Studies	- Mrs Nicole Deed/Ms Melissa Chapman
English	- Mr Phil Ratcliffe
Mathematics	- Mr Alan Vickers/Mr Nicholas Moroney
Science	- Mr Mark Newell
HSIE	- Ms Belinda Flood
PDHPE	- Mr Paul Burke
Creative Arts & Languages	- Ms Sarah Adams
Information Technology	- Mr Nicholas Moroney
TAS	- Mr Mark Redman

General Coordinators

Curriculum Assistant/Staff Development	- Mrs Cathy O’Gorman
Careers & Vocational Education Centre	- Mr Craig McLoughlin
Learning Support	- Mrs Anne Marie Melocco
Learning Technology	- Mr Nicholas Moroney
Ministry Coordinator	- Mr Michael Doyle

Support Staff

ESL Teacher	- Mrs Catherine Maloney
School Counsellors	- Mrs Rhonda Mitchell and Mrs Valerie Huens
Aboriginal Liaison Officer	- Miss Astro Stewart

Year 11 Ancient History 2018

Component	Task 1	Task 2	Task 3	Weighting
Outcomes	The Nature of Modern History	Historical Investigation	End of Course Examination	
	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 8/9	
	AH 11-3, AH 11-4, AH 11-6, AH 11-7, AH 11-9	AH 11-2, AH 11-4, AH 11-5, AH 11-6, AH 11-8, AH 11-9	AH 11-1, AH 11-3, AH 11-6, AH 11-7, AH 11-10	
Knowledge and understanding of course content	15	5	20	40%
Historical skills in the analysis and evaluation of source and interpretation	5	5	10	20%
Historical enquiry and research	10	10	-	20%
Communication of historical understanding in appropriate forms	5	5	10	20%
Total %	35%	25%	40%	100%

Year 11 Biology 2018

Component	Task 1	Task 2	Task 3	Weighting
	Practical Investigation Cells & Microscopy	Depth Study Presentation	Yearly Examination	
	Term 1 Week 9	Term 3 Week 4	Term 3 Week 8/9	
	Outcomes assessed BIO11/12-1, BIO11/12-2 BIO11/12-3 BIO11/12-7 BIO11-8	Outcomes assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-9 BIO11-10 BIO11-11	Outcomes assessed BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30%	30%	40%	100%

Year 11 Business Studies 2018

Component	Task 1	Task 2	Task 3	Weighting
	Stimulus Based Task	Business Research	End of Course Exam	
	Term 1 Week 9	Term 2 Week 8	Term 3 Exam Timetable	
	P1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.2, 5.3, 5.6	P2.1, 2.2, 2.3, 4.2, 5.1, 5.2, 5.3, 5.5, 5.6	P2.1, 2.3, 3.2, 5.2, 5.3, 5.5, 5.6	
Knowledge and understanding of course content	10	15	15	40%
Stimulus-based skills	10	5	5	20%
Inquiry and research	5	15		20%
Communication of business information, ideas and issues in appropriate forms	5%	5%	10%	20%
Total %	30%	40%	30%	100%

Year 11 Catholic Studies 2018

Component	Task 1	Task 2	Task 3	Weighting
	Research	Report	Analysis	
	Term 1 Week 7	Term 2 Week 5	Term 3 Week 8/9	
	HB 6.3, CP 6.1	JS 6.1, 6.2, 6.3	JS 6.1, 6.2, 6.3, HB 6.1 CP 6.1	
Search for Meaning	10%			10%
Jesus the Christ or Biblical Studies		15%		15%
Understanding Catholicism			25%	25%
Total %	10%	15%	25%	50%

Year 11 Chemistry 2018

Component	Task 1	Task 2	Task 3	Weighting
	Practical Test Module 1 Properties and Structure of Matter	Depth Study Report Module 2 Quantitative Chemistry Module 3 Reactive Chemistry	Yearly Examination	
	Term 1 Week 6	Term 2 Week 8	Term 3 Week 8/9	
	Outcomes assessed CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8	Outcomes assessed CH11/12-1 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	Outcomes assessed CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Total %	30%	30%	40%	100%

Year 11 Community and Family Studies 2018

Component	Task 1	Task 2	Task 3	Weighting
	Resource Management Interview	Individuals and Groups Leadership Investigation	End of Course Examination	
	Term 1 Week 6	Term 2 Week 7	Term 3 Week 8	
	P 1.1, 1.2, 5.1, 6.1	P 2.1, 2.3, 3.2, 4.1, 4.2	P 1.1 – P 6.2	
Knowledge and understanding of course content	10	15	15	40%
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60%
Total %	30%	35%	35%	100%

Year 11 HSC Construction – VET 2018

This is a 240 Hour Course and is continued into Year 12

	Main Areas of Study	Assessment Events / Projects
Term 1	<p>CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry</p> <p>CPCCCCM1012A Work effectively and sustainably in the construction industry</p> <p>CPCCM1014A Conduct workplace communication</p> <p>CPCCCM1013A Plan and organise work</p>	<ol style="list-style-type: none"> 1 WHS induction training 2 Cement float 3 Mitre box 4 Half Yearly Unit review
Term 2	<p>CPCCCM2001A Read and interpret plans and specifications</p> <p>CPCCCA2011A Handle carpentry materials</p>	<ol style="list-style-type: none"> 1 Framing Joints 2 Small Group Project/wall framing
Term 3	<p>CPCCCM2006B Apply basic levelling procedures</p>	<ol style="list-style-type: none"> 1 Levelling exercise 2 Work Placement 3 Yearly Examination

Year 11 Design and Technology 2018

Component	Task 1	Task 2	Task 3	Task 4	Weighting
	(Informal) Minor Project Product and Portfolio	(Formal) Research Task Report	(Formal) Minor Project Product and Folio	(Formal) Yearly Exam	
	Term 2 Week 3	Term 3 Week 1	Term 3 Week 6	Term 3 Week 8/9	
	1.1, 3.1, 4.1, 4.3, 5.1, 5.2, 5.3, 6.2	1.1, 2.1, 2.2, 6.1	1.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3, 6.2	1.1, 2.1, 2.2, 4.1, 4.2, 4.3, 5.1, 5.2, 6.1	
Knowledge and understanding of course content		10	10	20	40%
Knowledge and skills in designing, managing, producing and evaluating design projects		20	30	10	60%
Total %		30%	40%	30%	100%

Year 11 Drama 2018

Component	Task 1	Task 2	Task 3	Weighting
	The Elements of Drama: The Playbuilt Play	Production: Design Folio & Performance	Exam: Theatrical Traditions Research Task & Performance	
	Term 1 Week 10	Term 2 Week 6 Folio Term 2 Week 9 Performance	Term 3 Week 8/9 Exams	
	P1.1, 1.2, 1.5, 1.6, 2.1, 3.1	P1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.2	P1.1, 1.3, 1.4, 1.5 1.6, 2.1, 2.3, 2.4, 3.2, 3.3	
Making	10	25	5	40%
Performing	10	10	10	30%
Critically Studying	5	5	20	30%
Total %	25%	40%	35%	100%

Year 11 Earth and Environmental Science 2018

Component	Task 1	Task 2	Task 3	Weighting
	Depth study Presentation of a report on the results of a field study	Data processing task Evidence for plate tectonics and energy transformations	Analysis of media articles Human impacts	
	Term 1 Week 8	Term 2 Week 10	Term 3 Week 6	
	Outcomes assessed EES11/12-3 EES11/12-4 EES11/12-5 EES11/12-7 EES11-8	Outcomes assessed EES11/12-2 EES11/12-4 EES11/12-5 EES11/12-6 EES11/12-7 EES11-9 EES11-10	Outcomes assessed EES11/12-1 EES11/12-3 EES11/12-5 EES11/12-7 EES11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
Total %	30%	30%	40%	100%

Year 11 Engineering Studies 2018

Component	Task 1	Task 2	Task 3	Weighting
	Engineering Report	Experiment and Report	End of Course Examination	
	Term 2 Week 6	Term 3 Week 6	Term 3 Week 8/9	
	P1.1, 1.2, 2.1, 3.3, 4.1, 4.2, 4.3	P1.1, 1.2, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.1, 6.1, 6.2	P1., 1.2, 2.1, 2.2, 3.1, 3.3, 4.1, 4.2, 4.3, 6.2	
Knowledge and understanding of course content	10	10	40	60%
Knowledge and skills in research, problem solving and communication related to engineering practice	15	15	10	40%
Total %	25%	25%	50%	100%

Year 11 English Advanced 2018

Component		Task 1	Task 2	Task 3	Weighting
		Creative response	Analytical response	Multi-modal task	
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 8/9	
Syllabus Component	Common Module Reading to Write	30			30%
	Module A – Narratives That Shape Our World		40		40%
	Module B– Critical Study of Literature			30	30%
Total %		30%	40%	30%	100%

Year 11 English Extension 1 - 2018

Component	Task 1	Task 2	Task 3	Weighting
	Analytical & Creative responses	Multi-modal task	End of Examination: Analytical & Creative responses	
	Term 1 Week 10	Term 3 Week 2	Term 3 Week 8/9	
	30			30%
Texts, Culture and Value		40		40%
			30	30%
Total %	30%	40%	30%	100%

Year 11 English Standard 2018

Component	Task 1	Task 2	Task 3	Weighting
Syllabus	Creative response	Analytical response	Multi-modal task	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8/9	
Common Module Reading to Write	30			30%
Module A – Contemporary Possibilities		40		40%
Module B– Close Study of Literature			30	30%
Total %	30%	40%	30%	100%

Year 11 English Studies 2018

Component	Task 1	Task 2	Task 3	Weighting
	Job Interview	Multi-modal presentation	Portfolio submission	
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9	
Module 1: Mandatory Module: Achieving through English – English and the worlds of education, careers and community	35		5	40
Module 2: MiTunes and Text: English & the Language of Song		25	5	30
Module 3: Playing the Game – English in Sport			15	15
Module 4: We Are Australians: English in Citizenship, Community & Cultural Identity			15	15
Total %	35%	25%	40%	100%

Year 11 Exploring Early Childhood 2018

Component	Task 1	Task 2	Task 4	Weighting
	Pregnancy and Childbirth Contemporary Issues Report	Task 2 Report	Child Growth & Development And Promoting Positive Behaviour Research	
	Term 1 Week 8	Term 2 Week 6	Term 3 Week 6	
	1.1, 1.4, 2.1, 5.1, 6.1, 6.2	Could come from all Core A and Core B Outcomes	1.2, 1.3, 1.4, 2.4, 3.1, 4.1, 4.2, 4.3, 6.2	
Core A Pregnancy and Childbirth	30			30%
Core B Child Growth and Development		30		30%
Core C Promoting Positive Behaviour			40	40%
Total %	30%	30%	40%	100%

Year 11 Food Technology 2018

Component	Task 1	Task 2	Task 3	Weight
	Food Quality Experimentation	Nutrition Investigation and preparation	Yearly Examination	
	Term 2 Week 5	Term 3 Week 5	Term 3 Week 8/9	
	P1.1, 1.2, 3.2	P2.2, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4	P1.1, 1.2, 2.1, 2.2, 3.1, 3.2, 4.3, 4.4, 5.1	
Knowledge and understanding of course content		10	30	40%
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	30%
Skills in experimenting with and preparing food by applying theoretical concepts	20	10		30%
Total %	30%	30%	40%	100%

Year 11 French Beginners 2018

Component	Task 1	Task 2	Task 3	Weighting
	Speaking Task	Listening Task	Examination Reading & Writing	
	Term 1 Week 8	Term 2 Week 6	Term 3 Week 8/9	
	1.1, 1.2, 1.3, 1.4 3.1, 3.2, 3.3	2.1, 2.2, 2.3, 2.4, 2.5, 2.6	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
Listening (Aural)		30		30%
Reading			30	30%
Speaking (Oral)	20			20%
Writing		10	10	20%
Total %	20%	40%	40%	100%

Year 11 HSC Hospitality – VET 2018

- *Units for Certificate II in Kitchen Operations will be embedded within the content of a two year course.*
- *Completion of this certificate will depend on the students' ability to achieve competency throughout the course.*
- *All practical lessons are compulsory. A satisfactory level of achievement in result and presentation is essential.*

	Modules	Assessment Tasks
Term 1	SITXFSA001- Use hygienic practices for food safety SITHCCC001- Use food preparation equipment SITHCOP001 – Clean kitchen premises and equipment SITXWHS001 – Participate in safe work practices	Task 1 – Practical Observation Feedback sheet A (UFP) Task 2 – Written Test (HYG, UFP, CLEAN, SWP) Task 3 – Practical Examination workflow and evaluation
Term 2 and Term 3	SITHCOP001 – Clean kitchen premises and equipment SITHCCC002- Prepare and present simple dishes SITHCCC003- Prepare and present sandwiches	Task 4 – Practical Observation Feedback sheet B (SD) Task 5 – Practical Examination workflow (High Tea) Task 6 – Peer Evaluation of Practical Examination

Year 11 Industrial Technology- Timber Products and Furniture Technologies 2018

Component	Task 1	(Informal Task)	Task 2	Task 3	Weighting
	Industry Report In-class Essay	Introductory Project Jewellery Box and Portfolio	Minor Project Bedside Table and Portfolio	Yearly Examination	
	Term 1 Week 8	Term 1 Week 10	Term 3 Week 6	Term 3 Weeks 8/9	
	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1	P2.1, P2.2., P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Knowledge and understanding of course content	10		10	20	40%
Knowledge and skills in designing, managing, producing and evaluating design projects	10		30	20	60%
Total %	20%		40%	40	100%

Year 11 Information Processes and Technology 2018

Component	Task 1	Task 2	Task 3	Weighting
	Practical & Theory task Tools for Information Processes	Project - Development of Information system	End of Course Exam	
	Term 2 Week 5	Term 3 Week 6	Term 3 Week 8/9	
	P1.2, 2.1, 2.2, 3.1, 4.1, 5.1, 6.1, 6.2	P1.1, 1.2, 2.1, 2.2, 3.1, 4.1, 5.1, 6.1, 6.2, 7.1, 7.2	P1.1, 1.2, 2.1, 2.1, 3.1, 4.1, 5.1, 6.1, 6.2, 7.1, 7.2	
Introduction to Information Skills and Systems	15		5	20%
Tools for Information Processes	15	20	15	50%
Developing Information Systems		20	10	30%
Total %	30%	40%	30%	100%

Year 11 Investigating Science 2018

Component	Task 1	Task 2	Task 3	Weighting
	Data Analysis Modules 1 and 2	Theories & Laws Media presentation Modules 2 and 3	Depth Study Submission and presentation of negotiated area of study Modules 1–4	
	Term 1 Week 9	Term 3 Week 9	Term 3 Week 6	
	Outcomes assessed INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9	Outcomes assessed INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-10 INS11-11	Outcomes assessed INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-7 and one of: INS11-8 INS11-9 INS11-10 INS11-11	
Skills in Working Scientifically	20	20	20	60%
Knowledge and Understanding	10	10	20	40%
Total %	30%	30%	40%	100%

Year 11 Legal Studies 2018

Component	Task 1	Task 2	Task 3	Weighting
	Media File and In-class	Research Task	End of Course Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Exam Timetable	
	P 1, 2, 3, 4, 6, 8	P 1, 4, 6, 8	P 1, 2, 3, 4, 5, 6, 7, 9, 10	
Knowledge and understanding of Course Content	10	20	30	60%
Research	10	10		20%
Communication	5	5	10	20%
Total %	25%	35%	40%	100%

Year 11 Marine Studies 2018

Component	Task 1	Task 2	Weighting
	Report	End of Course Examination	
	Term 1 Week 8	Term 3 Week 8/9	
	3.3, 3.4, 5.2	1.3, 4.1, 5.3	
Marine Environment Life in Sea	✓	✓	
Humans in Water Marine Safety		✓	
Maritime Employment		✓	
Option Module		✓	
Total %	50%	50%	100%

Year 11 Mathematics 2018

Component	Task 1	Task 2	Task 3	Weighting
	In class Assessment	In class Assessment	End of Year 11 Course Exam	
	Term 2 Week 3	Term 3 Week 3	Term 3 Week 8/9	
	P 2, 3, 4	P 2, 3, 4, 5, 6, 7, 8	P 2, 3, 4, 5, 6, 7, 8	
Concepts, skills and techniques	15	15	20	50%
Reasoning and communication	15	15	20	50%
Total %	30%	30%	40%	100%

Year 11 Mathematics Extension 1 2018

Component	Task 1	Task 2	Task 3	Weighting
	In class Assessment	In class Assessment	End of Course Exam	
	Term 2 Week 3	Term 3 Week 3	Term 3 Week 8/9	
	P 2, 3, 6	P 2, 3, 5, 6	P 2, 3, 4, 5, 6	
Concepts skills and techniques	15	15	20	50%
Reasoning and communications	15	15	20	50%
Total %	30%	30%	40%	100%

Year 11 Mathematics Standard 2018

Component	Task 1	Task 2	Task 3	Weighting
	Mathematical Experiment and Report Topics F1.2, A1 Earning and Managing Money F1.2 Formulae and Equations A1	Assignment/Investigation Topics M1 Perimeter, Area and Volume M1.2	Yearly Examination Topics F1.1, F1.2, A1, A2, S1, S1, S2, M1, M2	
	Term 1 Week 6	Term 2 Week 4	Term 3 Week 8/9	
	MS11-1 MS11-2 Ms11-3 MS11-4 MS11-6 MS11-9 MS11-10	MS11-3 MS11-4 MS11-6 NS11-8 MS11-9 MS11-10	MS11-1 to MS11-10	
Understanding, Fluency and Communicating	15	15	20	50%
Problem Solving, Reasoning and Justification	15	15	20	50%
Total %	30%	30%	40%	100%

Year 11 Mathematics Studies 2018

Component	Task 1	Task 2	Task 3	Weighting
	Mathematical Experiment and Report Topics F1.2, A1 Earning and Managing Money F1.2 Formulae and Equations A1	Assignment/Investigation Topics M1 Perimeter, Area and Volume M1.2	Yearly Examination Topics F1.1, F1.2, A1, A2, S1, S1, S2, M1, M2	
	Term 1 Week 6	Term 2 Week 4	Term 3 Week 8/9	
	MS11-1 MS11-2 MS11-3 MS11-4 MS11-6 MS11-9 MS11-10	MS11-3 MS11-4 MS11-6 NS11-8 MS11-9 MS11-10	MS11-1 to MS11-10	
Understanding, Fluency and Communicating	15	15	20	50%
Problem Solving, Reasoning and Justification	15	15	20	50%
Total %	30%	30%	40%	100%

Year 11 Modern History 2018

Component	Task 1	Task 2	Task 3	Weighting
	The Nature of Modern History	Historical Investigation	Yearly Examination	
	Term 1 Week 10	Term 2 Week 8	Term 3 Refer to timetable	
	MH 11-6, MH 11-7, MH 11-10	MH 11-6, MH 11-7, MH 11-8, MH 11-9	MH 11-1, MG 11-2, MH 11-3, MH 11-4, MH 11-5, MH 11-9	
Knowledge and understanding of course content	15	5	20	40%
Reading Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20%
Speaking (Oral) Historical enquiry and research	10	10	-	20%
Writing Communication of historical understanding in appropriate forms	5	5	10	20%
Total %	35%	25%	40%	100%

Year 11 Music 2018

Component	Task 1	Task 2	Task 3	Weighting
	Aural Skills Responses to four aural excerpts using a range of concepts.	Performance and Viva Voce Topics 1 and 2 Solo or ensemble performances and viva voce with reference to the use of the concepts within each of the two performances.	Composition Portfolio and Musicological Research Topic 3 Composition portfolio and musicological research of stylistic features with detailed analysis of one aural excerpt within the focus area of the chosen topic.	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	
	P4, P5, P7, P8	P1, P4, P5, P6	P2, P3, P6, P7, P8	
Performance Core		25%		25%
Composition Core			25%	25%
Musicology Core		15%	10%	25%
Aural core	20%		5%	25%
Total %	20%	40%	40%	100%

Year 11 PDHPE 2018

Component	Task 1	Task 2	Task 3	Weighting
	Better Health for Individuals Assignment	Fitness Choices Research Assignment	End of Course Examination	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8/9	
	P 1, 2, 3, 4, 5, 15, 16	P 10, 11, 16, 17	All	
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	20	10	30	60
Total %	30%	20%	50%	100%

Year 11 Physics 2018

Component	Task 1	Task 2	Task 3	Weighting
	Practical Investigation Dynamics	Depth Study Research and Presentation Waves and Thermodynamics	Yearly Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
	Outcomes assessed PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-9	Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-4 PH11/12-5 PH11/12-7 PH11-10	Outcomes assessed PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
Total %	30%	40%	30%	100%

Year 11 Society and Culture 2018

Component	Task 1	Task 2	Task 3	Weighting
	Social and Cultural Research and Report The Social and Cultural World	Research Essay and Social Identity	End of Course Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8/9	
	P1, 2, 3, 4, 6, 7, 8, 10	P1, 2, 3, 5, 6, 10	P1, 5, 6, 7, 9, 10	
Knowledge and understanding of course content	15	15	20	50%
Application and evaluation of social and cultural research methods	10	10	10	30%
Communication of information, ideas and issues in appropriate forms	5	5	10	20%
Total %	30%	30%	40	100%

Year 11 Sport Lifestyle and Recreation (1 Unit) 2018

Component	Task 1	Task 2	Task 3	Weighting
	Sports Application I Workbook Theory & Practical	Individual Sports Workbook Theory & Practical	Healthy Lifestyle Workbook Theory & Practical	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 7	
	1.2, 1.3, 2.1, 3.2, 4.1	1.1, 1.3, 2.1, 3.2, 4.1	1.5, 2.3, 3.5, 4.3	
Knowledge and understanding of course content	20	20	30	70%
Source-Based Skills	10	10	10	30%
Total %	30%	30%	40%	100%

Year 11 Studies of Religion 1 Unit 2018

Component	Task 1	Task 2	Task 3	Weighting
	Stimulus / Research	Research and Report	End of Course Examination	
	Term 1 Week 7	Term 2 Week 7	Term 3 Week 8/9	
	P1, P2, P6, P8, P9	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9	
Knowledge and understanding of Course Content	5	15	20	40%
Source-based Skills	10		10	20%
Investigation and research		20		20%
Communication of information, ideas and issues in appropriate forms	10		10	20%
Total %	25%	35%	40%	100%

Year 11 Studies of Religion 2 Unit 2018

Component	Task 1	Task 2	Task 3	Weighting
	Stimulus/Research	Research and Report	End of Course Examination	
	Term 1 Week 10	Term 2 Week 5	Term 3 Week 8/9	
	P1, P2, P6, P8, P9	P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P8, P9	
Knowledge and understanding of course content	5	15	15	35%
Source-based skills	10	5	10	25%
Investigation and research	5	10	5	20%
Communication of information, ideas and issues in appropriate forms	5	5	10	20%
Total %	25%	35%	40%	100%

Year 11 Visual Arts 2018

Component	Task 1	Task 2	Task 3	Weighting
	The Secular and The Spiritual Portrait	Image and Identity Video	Final Examination	
	Term 1 Week 9	Term 2 Week 3	Term 3 Weeks 8/9	
	P4, 5, 6, 7, 8, 9, 10	P 1, 2, 3, 7, 8, 9, 10	P1, 2, 3, 4, 5, 6	
Art Making	20%	30%		50%
Historical and Critical Studies	5%	5%	40%	50%
Total %	25%	35%	40%	100%

Year 11 Visual Design 2018

Component	Task 1	Task 2	Task 3	Weighting
	Unit 1: The Tour	Unit 2: Once Upon A Time	Unit 3: Gothic Imaginings	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 10	
	DM1, 2, 3, 4, 5, 6 CH1, 2, 3, 4	DM1, 2, 3, 4, 5, 6 CH1, 2, 3, 4	DM1, 2, 3, 4, 5, 6 CH1, 2, 3, 4	
Design Making	30	30	10	70%
Design – Historical and Critical Writing			30	30%
Total %	30%	30%	40%	100%

2018 Year 11 Assessment Calendar

Month	Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Term 1 Jan 2018	1	29 Staff Devt Day	30 Staff Devt Day	31	1	2	3	4
	2	5	6	7	8	9	10	11
Feb 2018	3	12	13	14	15	16	17	18
	4	19	20	21	22	23	24	25
	5	26 IT Timber Excursion	27	28	1	2	3	4
	6	5	6 IT-T Task 1	7 CAFS Task 1	8	9 Chemistry Task 1a Prac	10	11
Mar 2018	7	12 Chemistry Task 1b In-Class	13 SOR 1 Unit Task One	14 Catholic Studies T1	15	16	17	18
	8	19	20 11Marine T1 Hand-in	21 Harmony Day French Speaking Task EES Task 1 Report IT-Timber Task 1	22 EEC Task 1	23	24	25
	9	26 Legal Studies Task 1 Maths Standard Task 1 (submission)	27	28 Visual Arts Task 1 Biology Task 1 Prac Physics Task 1 Prac Inv Sci Task 1 In Class Business Studies T1A Society & Culture T1	29 Business Studies T1B Drama Task 1	30 Good Friday	31 Easter Saturday	1 Easter
	10	2 Easter Monday	3 Modern History T1	4 English Studies Task 1 English Standard Task 1 English Advanced Task	5 English Extension Task 1 SLR Tsk 1 Ancient History T1 SOR 2 Unit Task One	6 Music Task 1	7 World Health Day	8
Apr 2018	11	9	10 Visual Design Task 1 1PDHPE Tsk 1	11 Europe Trip	12 Europe Trip	13 Europe Trip	14	15

Month	Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Term 2 2018	1	30	1	2	3	4	5	6
	2	7	8	9	10	11	12	13 Mother's Day
May 2018	3	14	15 D&T Task 1 Maths Advanced Task 1 (Period 2)	16	17 Maths Ext 1 Task 1	18	19	20
	4	21 Engineering Studies Task 1	22	23	24	25	26	27
	5	28 Food Tech Task 1 IPT Task 1	29 SOR 2 Unit Task 2 Catholic Studies T2	30 SDD Task 1	31	1	2	3
	6	4	5 Drama Task 2 French Task 2	6	7 EEC Task 2	8	9	10
Jun 2018	7	11 Queen's Birthday	12 Yr 11 Hospitality WPs SOR 1 Unit Task 2	13 Yr 11 Hospitality WP CAFS Tsk 2	14 Yr 11 Hospitality WP	15 Yr 11 Hospitality WP	16	17
	8	18 Yr 11 Hospitality Work Placement Diosounds Ancient History T2	19 Yr 11 Hospitality WP Diosounds Business Studies Task2	20 Yr 11 Hospitality WP Chemistry Task 2 Report Maths Standard & Studies Task 2 (submission) Diosounds	21 Yr 11 Hospitality WP Diosounds Modern History T2 English Studies Task 2	22 Yr 11 Hospitality WP	23	24
	9	25 Society & Culture T2 Legal Studies T2	26 SOR 1 Unit Task 3 SOR 2 Unit Task 3	27 Inv Sci Task In Class2 SLR Tsk 2	28 Physics Task 2 In Class	29 Music Task 2	30	1
	10	2	3 PDHPE Tsk 2 Visual Arts Task 2	4 EES Task 2 English Standard Task 2 English Advanced Task 2	5	6	7	8
Jul 2018								

Month	Week	Mon	Tue	Wed	Thu	Fri	Sat	Sun
Term 3 2018	1	23 Staff Development Day	24 D&T Task 2	25	26	27	28	29
	2	30	31 Biology/Inv Sci Excursion	1 English Extension Task 2	2 English Extension Task 2	3	4	5
Aug 2018	3	6	7 Maths Advanced Task 2	8	9 Maths Ext 1 Task 2	10	11	12
	4	13	14 Athletics Carnival	15 Biology Task 2 Hand In	16	17	18	19
	5	20	21 Food Tech Task 2	22	23	24	25	26
	6	27	28 Inv Sci Task 3 In Class EEC Tsk 3 Engineering Studies Task 2	29 IT-T Task 2 IPT Task 2	30 EES Task 3 Hand-in SLR Tsk 3 D&T Task 3	31 SDD Task 2	1	2 Father's Day
Sep 2018	7	3 ASSESSMENT FREE	4 ASSESSMENT FREE	5 ASSESSMENT FREE	6 ASSESSMENT FREE	7 ASSESSMENT FREE	8	9
	8	10 Year 11 Course Examinations English Studies Task 3 – submission English orals – Task 3 Standard & Advanced	11 Year 11 Course Examinations	12 Year 11 Course Examinations	13 Year 11 Course Examinations	14 Year 11 Course Examinations	15	16
	9	17 Year 11 Course Examinations	18 Year 11 Course Examinations	19 Year 11 Course Examinations	20 Year 11 Course Examinations	21 Year 11 Course Examinations	22	23
	10	24 SDD Task 3	25 Visual Design Task 3	26	27	28	29	30