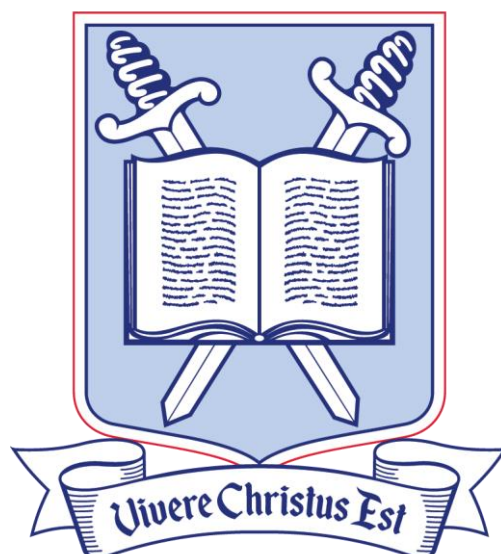


St Paul's

Catholic College



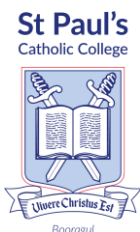
Booragul

Year 11

Assessment Handbook and Schedules

2020

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



Dear Year 11 Students, Parents & Guardians,

Welcome to the 2020 Year 11 Course. I hope that the year ahead is one that is both challenging and rewarding for all students. We are very proud of our senior academic program here at St Paul's - one that embraces contemporary teaching and learning practices. All our students enjoy excellent relationships with teachers and support staff as they work together towards attainment of the HSC and there are many opportunities for students to realise their full potential as members of this community. I encourage all students to be active participants in the many facets of school life.

This Year 11 Assessment Handbook is designed to assist you in managing the requirements of the HSC assessment process. The NSW Educational Standards Authority (NESA) has a number of rules that must be adhered to if a student is to receive their Higher School Certificate – and these are contained within this guide including information relating to Appeals, Absence, Illness and Misadventure.

Further to this, the Handbook contains details of assessment tasks for each subject and details of the personnel that are responsible for the academic and wellbeing needs of all students. Please contact these staff members if you have questions or concerns – we believe that strong communication between students, parents and teachers is essential to both the wellbeing and academic success of our students.

I hope this year will continue to develop the already strong and successful partnership we have with you and your child. We look forward to the year ahead as we seek to help shape very fine young men and women who will leave St Paul's with purpose and commitment. Our HSC Program has been established with great strength and confidence, which can only provide great reassurance for all commencing this new and exciting stage of their education.

With my very best wishes.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'G Selmes'.

Mr Graeme Selmes
Principal

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HSC Assessment Handbook 2020 - 2021

Stage 6 subjects have their course content divided into two parts - the Year 11 Course and the Year 12 Course. Year 11 Courses at this School are conducted from the beginning of Year 11 until the early weeks of Term 4 when students transition to year 12 courses.

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

The information below outlines answers to some frequently asked questions regarding Stage 6 assessment.

What is a School Assessment?

A School Assessment is a mark calculated by the school, comparing a student's 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 Assessment Tasks?

It is not possible or desirable to assess everything that a student does in a course in a single examination. A School Assessment will allow a student to be given credit for their performance in diverse areas such as oral presentations, practical tasks and inquiry-based projects, as well as basing overall results on assessment tasks completed throughout the whole course, rather than just on one examination at the end of the course.

Why is Assessment important?

There are several reasons:

- a. **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 Course.
- b. **All assessment tasks in the Year 12 HSC Course count towards the final HSC Assessment Marks forwarded to the NSW Education Standards Authority (NESA).** The student's moderated Assessment Mark in each NESA Developed course will be reported on their **Higher School Certificate**.
- c. If a student is unable to sit an HSC Examination due to illness or misadventure the student's **Assessment Mark in that course becomes extremely important in determining their final mark in that course.**
- d. The marks used in calculating a student's ATAR are based on the average of their moderated Assessment Mark and the Examination Mark for each HSC course. Thus, the **moderated Assessment Marks make up 50% of the marks used as the starting point in calculating** a student's ATAR. Clearly, it makes good sense for a student to aim for their **personal best in every assessment task.**

For further information regarding assessment, please see:

<http://syllabus.nesa.nsw.edu.au/assets/global/files/years-11-12-assessment-advice.pdf>

Satisfactory Completion of a Course

The following course completion criteria refer to both Year 11 and Year 12 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:

- 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.

While NESA 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 students' absences 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 **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.

A student studying for the HSC at St Paul's Catholic College must:

- Satisfactorily complete courses totalling at least 12 Units of Year 11 Courses and 10 Units of 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.
- Meet the Diocesan requirement of studying either Catholic Studies or Studies of Religion

How will my Assessment Mark be determined?

NESA has provided guidelines for every HSC Course and these have been distributed to every school in NSW. Teachers use these guidelines to develop an Assessment Program for each course offered. Every school will follow the components and weightings contained in the NESA 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 student the following information:

- **how many tasks will be assessed**
- **what outcomes of the course will be assessed**
- **how they will be assessed**
- **the relative components and weightings**
- **when they are going to be assessed**

This information will be passed on to students via a Subject Assessment Schedule which will be emailed to each student along with the Assessment Calendar. In general, students can expect at least two weeks' notice of the due date for formal 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.

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

The School will notify students of how they are progressing in their assessment tasks.

- After each task students will receive their mark, rank and accumulated rank.
- Each school report in the HSC year will indicate a student's Assessment Cumulative Rank (ACR) in each course, i.e. their overall position in that course up to that time. This means that the ranks indicated on the final school report for the HSC year are the ones a student will receive officially from NESA at the end of the HSC examinations.

How many Assessment Tasks will be used to assess student achievement?

This is a decision made by individual faculties within the school, however, NESA caps the **maximum number of formal assessment tasks to three in Year 11 and four assessments in year 12**. There is also permitted **only one formal written examination task per course**, with a maximum weighting of 40%, for the Year 11 and Year 12 course. NESA also distinguishes between tests and examinations. Tests are used to assess student understanding of a limited range of outcomes from the same topic or module. Examinations assess student understanding of a greater range of outcomes and require students to apply their knowledge and understanding to unfamiliar situations.

What if I am absent from an Assessment Task?

If a student is absent from a task **it is essential that they:**

- Inform the relevant Leader of Pedagogy by contacting the School Office on the day of the absences as early as possible either by email to admin@brgl.catholic.edu.au or phone 4958 6711.
- Present **clear evidence** to the Leader of Pedagogy that the **absence was legitimate on the first day they return to school**– in the case of sickness a **Doctor's Certificate is MANDATORY** (A Pharmacist's Certificate will **NOT** suffice). If the Leader of Pedagogy is unavailable a student should report to see the Year 11 Student Coordinator or another Leader of Pedagogy.
- **Collect an Absence, Illness and Misadventure Form from Student Services** (or download from the College Website) and **submit it to the Leader of Pedagogy the next day** so that a decision can be made regarding the course of action to be followed.

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 even with a medical certificate. (i.e students are responsible to ensure their work is at school even if they are absent)

Please Note: The school will then establish if the student was absent for a valid reason. If the school considers that the absence was **not** for a valid reason, **the student 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.

- i. The student 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

- ii. The student may be given an estimate for the missed task in exceptional circumstances. This estimate will be **finalised by the Assistant Principal – Teaching and Learning**, at the completion of the course based on the student's performance in other completed tasks.

In the case of absence from an examination during the 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/email prior to the proposed absence as per Diocesan Policy. 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 NESAs, 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 the student's 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 could have been affected by Illness or Misadventure?

Whenever possible, it is advisable for students to attempt the task. They should advise the examination supervisor of the Absence, Illness or Misadventure prior to the examination and then complete and submit the appropriate form. While the task will be marked as normal, the Absence, Illness or Misadventure will then be considered before final results are provided.

Students who become so ill **during a task** that they feel their performance will be adversely affected **should advise the supervisor of the task as soon as this circumstance arises**, so that a record can be taken for later action. The supervisor will bring the matter to the attention of the relevant Leader of Pedagogy who will then decide on the appropriate course of action and notify the student of the procedure to follow.

Students who experience some misadventure (e.g. car accident on the way to an exam), or who are aware of some circumstance (e.g. 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.

What if I hand in a Task late?

A short extension of time may be granted for valid reasons, if applied for using the **Absence, Illness and Misadventure Form** and submitting this 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 penalty. Consideration is given for that portion of a task which may be complete, provided it is submitted by the due date.

If a student fails to complete a task on time they must:

- a) Inform their teacher or Leader of Pedagogy.
- b) Present evidence that they have valid reasons for the non-completion.
- c) Submit the work that has been done up to the due date.

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

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.
- When **a task is submitted** this must be done either at the **Student Services Office** using the **Submissions Box** (if specified by the teacher) or **handed in**, which will normally be done in the scheduled class, where a student will also sign their task in. Tasks must be handed in before 8:45am on the due date.
- Note that the time of submission is not the appropriate time for seeking extensions of time or offering explanations – the student must see the Leader of Pedagogy in these cases.
- If the classroom teacher is absent on the due date or there is no scheduled class, then a student should submit the task to the Student Services Office using the **Submissions Box**, where a school stamp will be issued detailing date and time of submission. (Without this, there is no validity in the submission).

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 NESA expectations. 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 Courses in jeopardy.

For students in Year 12 Courses who fail to make a valid attempt at assessment tasks that contribute in excess of 50% of the available marks in that course, NESA 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 a student is at risk of not satisfying NESA's requirements in a particular course, the Principal will issue the student and parents/carers 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 completing 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 are warned that plagiarism will be viewed as dishonest appropriation of another's work and will attract a significant penalty. <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

In addition to this penalty, all incidents of malpractice will be registered with NESAs. This register collects information on cases of malpractice, types of offence and the nature of the penalties applied.

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

NESA's general guidelines state that the School Assessment cannot compensate for factors such as those which operate throughout the course. (e.g. long term illness, change in domestic circumstances). However, with regard to particular tasks, the grounds for illness or misadventure appeal and the evidence required, will be the same as those outlined for the HSC examination. Likewise, where appropriate, disability provisions as outlined in the NESAs 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?

If a student is concerned about the mark, the first port of call **MUST** be the subject teacher as the assessment is returned. If the student is still not satisfied, they will need to pursue the matter with the relevant Leader of Pedagogy. The final decision will be made by the Assessment Committee however, the mark awarded can **not** be appealed against (see Review of Senior Assessment following for more details).

Will I be told my Final Assessment Mark?

The mark the school forwards to NESAs in each HSC 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). The student will have a final aligned Assessment Mark reported on their HSC. Even if the School's Assessment Mark does change either up or down after moderation, the student's rank order for the course will **NOT** change (i.e. 1st remains 1st, 2nd remains 2nd, and so on).

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

School Based Review of Senior Assessment

Details of review procedures are the responsibility of individual schools. NESA'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:

- a. the **weightings** specified by the school in its assessment program conform to NESA's requirements as detailed in the syllabus packages;
- b. 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;
- c. 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.

An appeals panel that comprises the Principal and/or Assistant Principal – Teaching & Learning, 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 <https://ace.nesa.nsw.edu.au/ace-11014>).

Appeals to 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:

- a. the school's stated assessment program;
- b. the assessment program as actually implemented;
- c. feedback given to the student about his or her performance in assessment tasks;
- d. the adequacy of the procedures used in the school review;
- e. 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:

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

AQF Qualification Certification

Assessment for AQF Certifications is *competency based*. VET trainers will use a variety of assessment strategies to assess your competence.

Some forms of assessment will be ongoing and evidence of competence will be gathered on a continuous basis. Other evidence will be collected through specific assessment tasks and events such as projects and assignments, written and practical tests, portfolios, role-plays and simulations. The courses provide students with training, and then with the opportunity to be assessed against industry-determined standards.

To achieve a full qualification and be issued with a '*Certificate*' a student must achieve the full set of units of competence as specified in the training package qualification packaging rules. If a qualification is only partly achieved, a '*Statement of Attainment*' is issued for successful competencies. At a later date (within currency of the qualification), a student can undertake further training and be assessed against additional competencies until they have achieved all the competencies required for the full qualification.

VET Reporting

Students undertaking VET courses 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 Year 11 and Year 12 will count towards the students' **AQF Accreditation** provided all units of competency are achieved:

- Hospitality (Kitchen Operations) Certificate II
- Construction (Pathways) Certificate II
- Business Services 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 HSC year.

VET Schedule Higher School Certificate (HSC) Record of Achievement

Courses will be listed on the Higher School Certificate Record of Achievement, together with the unit value of the course.

No mark is listed for the achievement of competency. The Record of Achievement will refer to the relevant Australian Qualifications Framework (AQF) 'Certificate' and/or 'Statement of Attainment', which is issued separately. For students who undertake the written HSC examination, a scaled examination mark will be recorded on the HSC Record of Achievement.

Examinations

Students may be given examinations at end of Year 11 and Year 12 HSC Trial, in preparation for the HSC. These exams are compulsory.

HSC Examinations

The HSC examination for VET courses are **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 Preliminary and HSC year will be assessed in the HSC exam. The marks achieved by a student in the exam are used as the sole basis for determining the student's ATAR.

NESA requires the school to send in an **estimated mark**, which at St Paul's will be based on the Trial HSC Examination.

'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 or alternatively, students can organise their own through consultation with the teacher and VET Coordinator.

RPL (Recognition of Prior Learning)

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:

- 1 Satisfy their VET teacher in a personal interview that they possess the required knowledge and / or
- 2 Present the recent certificate of attainment from an approved training institution, accredited to conduct such training
- 3 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 Co-ordinator for a **'Student RPL Application Form'**. 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 OH&S will not be considered for RPL unless it is an accreditation for the Construction OH&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 **only**).

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.

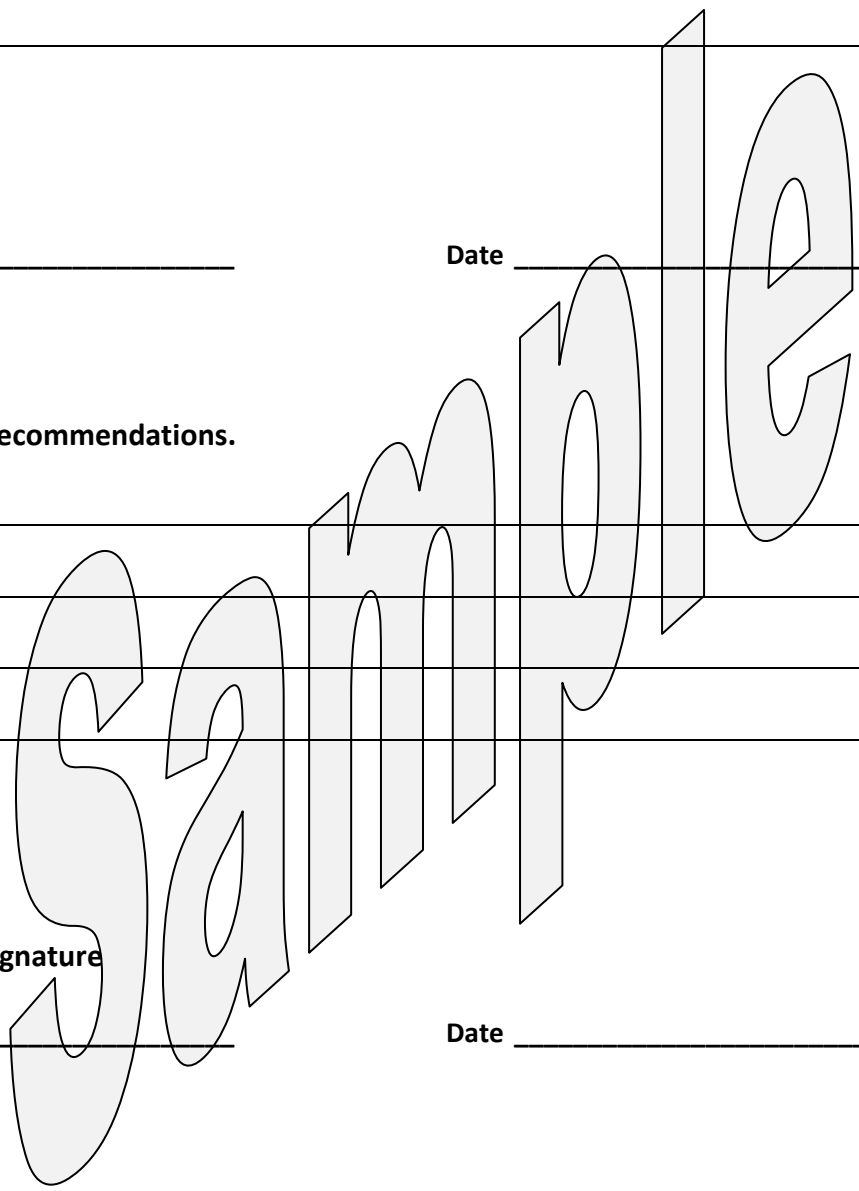
Teacher's signature

Date _____

Leader of Pedagogy's Recommendations.

Leader of Pedagogy's signature

Date _____



Official Warning: Non-Completion of a HSC Course

Dear _____
(Parent/Guardian)

Date _____

I am writing to advise that your son/daughter _____
(name)

is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course

(course)

The NSW Education Standards Authority requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the _____
(e.g. 1st, 4th) **official warning** we have issued concerning

(course name).

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date, _____ has not satisfactorily met _____ of the Course
(student name) indicate a), b) or c)
Completion Criteria*.

The following table 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

(student name)
to satisfy Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed/achieved:

Task Name/Course Requirement/Course Outcome	Date Task Initially Due (if applicable)	Action Required by Student	Date to be completed by (if applicable)

*** 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 the Board; and
- b) applied themselves with diligence and sustained effort to the set tasks and experience provided in the course by the school; and
- d) achieved some or all of the outcomes.

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

(student name)

Yours sincerely

Class Teacher/Leader of Pedagogy

Principal

Please detach this section and return it to the school

Requirements for the satisfactory completion of a Higher School Certificate Course

- ❖ I have received the letter dated _____ indicating that _____ is in danger of not having satisfactorily completed _____ *(course name)*.
- ❖ I am aware that this course may not appear on his/her Higher School Certificate Record of Achievement.
- ❖ I am also aware that the 'N' determination may make him/her ineligible for the award of the Higher School Certificate.

Parent's/Guardian's signature _____

Date _____

Student's signature: _____

Date _____

Referencing Your Work

Why do we need to reference?

Referencing gives credit to, or acknowledges, the original source of ideas and work that is not the writer's own, and guides the reader to the original documents. Whenever you use information from somebody else, either by quoting them directly or putting the information into your own words (paraphrasing) you must acknowledge them. This is called referencing.

When we reference we follow a particular style. There are many ways to reference. In Stage 6, we use a simplified version of the APA (American Psychological Association) referencing style.

Where do we reference?

Referencing the information source in the body of your writing is called in text referencing. The APA in text reference is in the format **(author, date)**. When directly quoting from a text you must include a page number in the citation as given in the examples below.

Referencing an idea

- It was not until large amounts of money were injected into the economy, after the entry of the United States into World War 2, that there was a dramatic drop in unemployment. (Mirams, 2015)

OR

- Mirams (2015) stated that it was not until large amounts of money were injected into the economy, after the entry of the United States into World War 2, that there was a dramatic drop in unemployment.

Referencing a quotation

- One researcher commented that during Prohibition the "federal government lost \$11 billion in tax revenue" (Mirams, 2015, p. 92).

The Reference List

A reference list, a list of all the sources you have used, is included at the end of your work. This tells the reader exactly where you have found all your information.

Your reference list should be ordered alphabetically by author.

Book

Mirams, S. (2015). *The USA 1900 - 1945*. South Melbourne, Australia: Cengage Learning.

Webpage with an author

Palmer, D. (2018, June 6). *Gondwana Rainforest Types of Australia*. Retrieved from <https://www.bigvolcano.com.au/natural/rftypes.htm>

Webpage with no author

Rainforest news. (2018). Retrieved from https://www.sciencedaily.com/news/earth_climate/rainforests/

A detailed Stage 6 Referencing Guide is available from the library homepage and from the library. We are here to help you, so please ask us if you need assistance.

College Organisation – Staff List

Principal	Mr Graeme Selmes
Assistant Principal – Teaching & Learning	Mrs Amber Carter
Assistant Principal – Community & Wellbeing	Mrs Anne-Maree Shipman
Ministry Coordinator	Ms Renee Pola-Kuras
Administration Coordinator	Mrs Anna Hennessy
Student Coordinators	
Year 7	Mrs Belinda Dempsey
Year 8	Mrs Tracey Evans
Year 9	Mr Sam Heagney
Year 10	Ms Kerrie-Lee Guest
Year 11	Mrs Blair Brownlee/Mrs Jessica Dufty
Year 12	Mrs Cayte Pryor
Student Coordinator-Support	Mrs Libby Lucas
Leaders of Pedagogy	
Religious Studies	Ms Nicole Deed/Miss Melissa Chapman
English	Mr Phil Ratcliffe
Mathematics	Mrs Cheryl Wills
Science	Mrs Michelle Lund
Human Society and Its Environment	Ms Belinda Flood
Technological and Applied Studies	Mrs Alice Grant
Personal Development, Health and Physical Education	Mr Brad Melville
Information Technology and Learning Technology	Mr Mark Newell
Creative Arts and Languages	Miss Morag Aitchison
Careers/Vocational Education	Mr Craig McLoughlin
Leader of Literacy	Miss Lauren McCafferty
Teacher Librarian	Mrs Kerri Beezley
Learning Support Coordinator	Mrs Anne Marie Melocco
Gifted Education Mentor (GEM)	Mrs Lauren McCafferty
Sport Coordinator	Ms Fran Heard & Mrs Brigid de Winter
Principal's Secretary/Office Administrator	Mrs Maree Lawrie
Finance Officer	Mrs Betty Harris
School Counsellor (Tuesday, Wednesday) (Monday, Thursday, Friday)	Mrs Rhonda Mitchell Mrs Julie Hicks
Pastoral Care Worker (Wednesday, Thursday)	Ms Alex Kenny
Aboriginal Liaison Officer	Miss Astro Stewart
Technology Support Officers	Mr Graham Hancock/Mr Geoff Harborne
Canteen Supervisor	Mrs Carolyn Stanton

Year 11 Ancient History 2020

Component	Task 1	Task 2	Task 3	Weighting%
	Research/Sources/Written Responses	Historical Investigation	End of Course Examination	
	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 8/9	
Outcomes Assessed	AH11-3 AH11-4 AH11-6 AH11-7 AH11-9	AH11-2 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-3 AH11-6 AH11-7 AH11-10	
Knowledge and Understanding of course content	15	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	35	25	40	100

Year 11 Biology 2020

Component	Task 1	Task 2	Task 3	Weighting%
	Practical Investigation Cells & Microscopy	Depth Study Research and Presentation	End of Course Examination	
	Term 2 Week 3	Term 3 Week 2	Term 3 Weeks 8/9	
Outcomes Assessed	BIO 11/12-1 BIO 11/12-2 BIO 11/12-3 BIO 11/12-7 BIO 11-8	BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11-10	BIO 11/12-4 BIO 11/12-5 BIO 11/12-6 BIO 11/12-7 BIO 11-8 BIO 11-9 BIO 11-10 BIO 11-11	
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	30	40	100

Year 11 Business Studies 2020

Component	Task 1	Task 2	Task 3	Weighting%
	Stimulus Based Task In class	Business Research Submission	End of Course Exam	
	Term 1 Week 9	Term 2 Week 8	Term 3 Exam Timetable	
Outcomes Assessed	P1, 2, 6, 7, 8	P1, 3, 4, 6, 7, 8, 9, 10	P2, 4, 5, 6, 7, 8, 9, 10	
Knowledge and understanding of course content	10	5	15	30
Stimulus based skills	10	5	10	25
Inquiry and research	5	15	5	25
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

Year 11 Chemistry 2020

Component	Task 1	Task 2	Task 3	Weighting%
	Research and modelling task Module 1 Properties and Structure of Matter	Skills Quiz Module 2 Quantitative Chemistry	End of Course Exam	
	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 8/9	
Outcomes Assessed	CH11/12-2 CH11/12-4 CH11/12-7 CH11/12-8	CH11/12-5 CH11/12-6 CH11-9	CH11/12-1,2,3,4,5,6,7 CH8,9,10,11	
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	30	40	100

Year 11 Community and Family Studies 2020

Component	Task 1	Task 2	Task 3	Weighting%
Outcomes Assessed	Resource Management Submission	Individuals and Groups Submission	End of Course Examination	
	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8	
	P1.1, 1.2, 3.2, 4.1, 4.2, 5.1, 6.1	P2.1,2.1, 2.3, 3.2, 4.1, 4.2, 6.2	All ourcomes are assessed	
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	20	25	15	60
Total %	30	35	35	100

Year 11 Construction - VET 2020

	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 (Wk 2, Term 3) 3 Yearly Examination

Year 11 Design and Technology 2020

Component	Task 1	Task 2	Task 3	Weighting
Outcomes Assessed	Project – Product and Folio	Project – Product and Folio	End of Course Exam	
	Term 2 Week 3	Term 3 Week 5	Term 3 Week 8/9	
	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 2020

Component	Task 1	Task 2	Weighting%
	Production Design Folio	End of Course Examination Theatrical Traditions Research Task and Performance in Style	
	Term 2 Week 9 <i>Folio</i>	Term 3 Weeks 8/9	
Outcomes Assessed	P1. 4, 1.5, 3.3	P1.3, 1.4, 1.5 1.6, 2.1, 2.4, 3.1, 3.2, 3.3	
Making	33	7	40
Performing		30	30
Critically Studying	17	13	30
Total %	50	50	100

Year 11 Earth and Environmental Science 2020

Component	Task 1	Task 2	Task 3	Weighting%
	Depth Study Workbook Submission	Secondary Sources Investigation Human Impacts	End of Course Examination	
	Term 1 Week 9	Term 2 Week 5	Term 3 Weeks 8/9	
Outcomes Assessed	EES 11-3 EES 11-4 EES 11-5 EES 11-7 EES 11-8 EES 11-11	EES 11-1 EES 11-2 EES 11-4	EES11/12-6 EES 11-8 EES 11-9 EES 11-10 EES 11-11	
Skills in working scientifically	30	10	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	40	20	40	100

Year 11 Engineering Studies 2020

Component	Task 1	Task 2	Task 3	Weighting%
	Engineering Report	Experiment and Report	End of Course Examination	
	Term 2 Week 5	Term 3 Week 6	Term 3 Weeks 8/9	
Outcomes Assessed	P1.1 P1.2 P3.3 P4.1 P4.2 P4.3	P1.1 P1.2 P2.2 P3.1 P3.2 P3.3 P4.1 P4.2 P5.1 P6.1 P6.2	P1.1 P1.2 P2.1 P2.2 P3.1 P3.3 P4.1 P4.2 P4.3 P6.2	
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 2020

Component	Task 1	Task 2	Task 3	Weighting%
Outcomes	Common Module – Reading to Write Creative Response	Module A – Narratives That Shape Our World Critical Response	Module B – Critical Study of Literature Multi-modal task	
	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9	
	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

Year 11 English Extension 1 2020

Component	Task 1	Task 2	Task 3	Weighting%
Common Module: Texts, Culture and Value	Analytical & Creative responses	Examination	Multi – modal task Independent Related Project	
	Term 1 Week 11	Term 2 Week 10	Term 3 Week 8/9	
	EE11-2, EE11-3, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	
Outcomes				
Component: Knowledge and understanding of complex texts how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Total %	30	40	30	100

Year 11 English Standard 2020

Component	Task 1	Task 2	Task 3	Weighting%
Outcomes	Common Module – Reading to Write Creative Response	Module A – Contemporary Possibilities Analytical response	Module B – Close Study of Literature Multi-modal task	
	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9	
	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-7, EN11-8, EN11-9	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total%	30	40	30	100

Year 11 English Studies 2020

	Task 1	Task 2	Task 3	Weight %
Outcomes Assessed	Module 1: Mandatory Module: Achieving through English – English and the worlds of education, careers and community Multimodal Presentation -35%	Module 2: MiTunes and text: English and the language of song Examination – 25%	Module1: Mandatory Module: Achieving through English – English and the worlds of education, careers, and community – 5% Module 2: Telling us all about it: English and the Media – 5% Module 3: Playing the Game – English in Sport – 15% Module 4: We are Australians: English in Citizenship, Community & Cultural Identity – 15% Portfolio Submission- 40%	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
	ES11-1, ES11-3, ES11-4, ES11-9	ES11-1, ES11-2, ES11-3, ES11-9, ES11-10	ES11-1, ES11-2, ES11-3, ES11-9, ES11-10ES11-4, ES11-6, ES11-8, ES11-9, ES11-10	
Knowledge and understanding of course content	15	15	20	50
Skills in: <ul style="list-style-type: none"> - comprehending texts - communicating ideas - using language accurately, appropriately and effectively 	20	10	20	50
Total %	35	25	40	100

Year 11 Exploring Early Childhood 1 Unit 2020

Component	Task 1	Task 2	Weighting%
	Pregnancy & Childbirth Child Growth & Development Examination	Promoting Positive Behaviour Submission	
	Term 2 Week 3	Term 3 Week 5	
Outcomes Assessed	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 5.1, 6.1, 6.2	1.2, 1.3, 1.4, 2.4, 3.1, 4.1, 4.2, 4.3, 6.2	
Knowledge and Understanding	30	20	50
Skills	20	30	50
Total %	50	50	100

Year 11 Geography 2020

Component	Task 1	Task 2	Task 3	Weighting
Outcomes Assessed	In class Essay	Senior Geography Project	End of Course Examination	
	Term 2	Term 3	Term 3	
	Week 2	Week 4	Wees8/9	
	P1, 2, 3, 4, 5, 9, 10, 12	P2, 3, 4, 5, 7, 8, 11, 12	P1, 2, 3, 4, 5, 6, 9, 10, 12	
Knowledge and understanding of course content	10	5	15	30
Geography tools and skills	5	10	15	30
Geographical inquiry and Research	10	10		20
Communication of Geographical information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

Year 11 Hospitality - VET 2020

- 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 student's 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	<p>SITXFSA001 – Use hygienic practices for food safety</p> <p>SITHCCC001 – Use food preparation equipment</p> <p>SITHCOP001 – Clean kitchen premises and equipment</p>	<p>Task 1 – Practical Observation Feedback sheet A (UFP)</p> <p>Task 2 – Written Test (HYG, UFP, CLEAN, SWP)</p> <p>Task 3 – Practical Examination workflow and evaluation</p>
Term 2 and Term 3	<p>SITXWHS001 – Participate in safe work practices</p> <p>SITHCCC002 – Prepare and present simple dishes</p> <p>SITHCCC003 – Prepare and present sandwiches</p>	<p>Task 4 – Practical Observation Feedback sheet B (SD)</p> <p>Task 5 – Practical Examination workflow (High Tea)</p> <p>Task 6 – Written test Safe Work Practices</p>

Year 11 Industrial Technology – Timber Products and Furniture Technologies 2020

Component	Task 1	Task 2	Task 3	Weighting
	Industry Report In Class Essay	Minor Project Bedside Table and Portfolio	End of Course Examination	
	Term 2 Week 4	Term 3 Week 6	Term 3 Weeks 8/9	
Outcomes Assessed	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, 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 the design, management, communication and production of a Major Project	10	30	20	60
Total %	20	40	40	100

Year 11 Information Processes and Technology 2020

Component	Task 1	Task 2	Task 3	Weighting
Outcomes Assessed	Practical & Theory task Tools for Information Processes	Project - Development of Information system	End of Course Exam	
	Term 2 Week 6	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	
Knowledge and Understanding of Course Content	10	10	20	40%
Skills in Design and Development of Information Systems	20	20	20	60%
Total %	30%	30%	40%	100%

Year 11 Legal Studies 2020

Component	Task 1	Task 2	Task 3	Weighting%
	Media File and In Class Response	Research Task Report	End of Course Examination	
	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 8/9	
Outcomes Assessed	P1, 2, 3, 4, 6, 8	P1, 4, 5, 6, 8, 9	P1, 2, 3, 4, 5, 6, 7, 9, 10	
Knowledge and understanding of course content	10	15	20	45
Research	10	10		20
Communication	10	10	15	35
Total %	30	30	34	100

Year 11 Marine Studies 2020

Component	Task 1	Task 2	Weighting%
	Secondary source Investigation	End of Course Examination	
	Term 2 Week 6	Term 3 Weeks 8/9	
Outcomes Assessed	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 Advanced 2020

Component	Task 1	Task 2	Task 3	Weighting%
	In Class Assessment	Investigation Task	End of Course Examination	
	Term 2 Week 6	Term 3 Week 2	Term 3 Weeks 8/9	
Outcomes Assessed	MA11-1, Ma11-2, Ma11-8, Ma11-9	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	MA11-1 to MA11-9	
Component A Understanding, fluency and communication	15	15	20	50
Component B Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Year 11 Mathematics Extension 1 2020

Component	Task 1	Task 2	Task 3	Weighting%
	In Class Assessment	Investigation Task	End of Course Examination	
	Term 2 Week 7	Term 3 Week 3	Term 3 Weeks 8/9	
Outcomes Assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-3, ME11-6, ME11-7	ME1 - ME11	
Component A Understanding, fluency and communication	15	15	20	50
Component B Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Year 11 Mathematics Standard 2020

Component	Task 1	Task 2	Task 3	Weighting %
	In Class Assessment	Investigation Task	End of Course Examination	
	Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 8/9	
Outcomes Assessed	MS11-1, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	MS11-2, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	MS11-1 to MS11-10	
Component A Understanding fluency and communication	15	15	20	50
Component B Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Year 11 Music 2020

Component		Task 1	Task 2	Weighting%
		Topic – Music for Small Ensembles/Methods of Notation Topics 1 and 2 Performance and Viva Voce Solo or ensemble performances and viva voce with reference to the use of the concepts within each of the two performances	Topic- Popular Music Composition Portfolio and Musicological Research Composition portfolio and musicological research of stylistic features with detailed analysis of one aural excerpt within the focus area of the chosen topic.	
		Term 2 Week 9	Term 3 Week 8	
Outcomes Assessed		P1, P4, P5, P6	P2, P3, P6, P7, P8	
Performance Core		25		25
Composition Core			25	25
Musicology Core		25		25
Aural Core			25	25
Total %		50	50	100

Year 11 Personal Development, Health and Physical Education 2020

Component	Task 1	Task 2	Task 3	Weighting%
	First Aid Submission	Fitness Choices Submission	End of Course Examination	
	Term 2 Week 5	Term 2 Week 10	Term 3 Weeks 8/9	
Outcomes Assessed	P1, P2, P3, P4, P5, P15, P16	P5, P6,P10, P15, P16, P17	All	
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysis and communicating	20	10	30	60
Total %	30	30	40	100

Year 11 Physics 2020

Component	Task 1	Task 2	Task 3	Weighting%
	Practical Investigation Dynamics	Research and Depth Study Presentation Waves and Thermodynamics	End of Course Examination	
	Term 2 Week 4	Term 2 Week 10	Term 3 Weeks 8/9	
Outcomes Assessed	PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-7 PH11-9	PH11/12-1 PH11/12-4 PH11-10	PH11/12-6 PH11-8 PH11-9 PH11-10 PH11-11	
Skills in working scientifically	30	20	10	60
Knowledge and understanding of course content	10	10	20	40
Total %	40	30	30	100

Year 11 Society and Culture 2020

Component	Task 1	Task 2	Task 3	Weighting%
	The Social and Cultural World	Personal and Social Identity	Intercultural Communication	
	Research Essay	Research and Presentation	End of Course Examination	
	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 8/9	
Outcomes Assessed	P1, P3, P6, P7, P8, P9, P10	P2, P7, P8, P9, P10	P1, P2, P7, P9, P10	
Knowledge and understanding of course content	10	10	30	50
Application and evaluation of social and cultural research methods	20	10		30
Communication of information, ideas and issues in appropriate forms		10	10	20
Total %	30	30	40	100

Year 11 Sport, Lifestyle and Recreation 1 Unit 2020

Component	Task 1	Task 2 Task 3	Weighting%
Outcomes Assessed	Games and Sports Application I Skill Observation – In class	Sports Administration Officiation – In class	
	Term 1 Week 9	Term 3 Week 2	
	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.1, 1.3, 1.6, 2.4, 3.2, 4.2, 4.5	
Knowledge and Understanding of course content	20	30	50
Source-based skills	30	20	50
Total %	50	50	100

Year 11 Studies in Catholic Thought 2020

Component	Task 1	Task 2	Task 3	Weighting%
	Who is the Human Person? Research	The Trinitarian God and Humanity Presentation	Reimagining Creation Examination	
	Term 1 Week 10	Term 3 Week 1	Term 3 Weeks 8	
	SCT11-1, SCT11-2, SCT11-3, SCT11-6, SCT11-7, SCT11-10	SCT11-1, SCT11-2, SCT11-3, SCT11-6, SCT11-7, SCT11-8, SCT11-9, SCT11-10	SCT11-1, SCT11-3, SCT11-4, SCT11-5, SCT11-6, SCT11-6, SCT11-7, SCT11-10	
Knowledge and understanding of course content	10	10	20	40
Religious skills in: <ul style="list-style-type: none"> • Using Scripture and Catholic Church documents • Analysis, synthesis and evaluation based on evidence from scripture, theolog, philosophy and other relevant sources 	10		10	20
Inquiry and research skills	10	10		20
Communication of religious ideas and understanding in appropriate forms		10	10	20
Total	30	30	40	100

Year 11 Studies of Religion 1 Unit 2020

Component	Task 1	Task 2	Task 3	Weighting
	The Nature of Religion and Belief Source based Analysis	Buddhism Research response and Presentation	End of Course Examination	
	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 8/9	
Outcomes Assessed	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	10	25	40
Source-based skills	15		5	20
Investigation and research		20		20
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total %	25	35	40	100

Year 11 Studies of Religion 2 Unit 2020

Component	Task 1	Task 2	Task 3	Weighting
Outcomes Assessed	Buddhism <i>Source based Analysis</i>	Islam <i>Research Response and Vice Voce</i>	End of Course Examination	
	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 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	5	30	40
Source-based Skills	15		5	20
Investigation and research		20		20
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

Year 11 Visual Arts 2020

Component	Task 1	Task 2	Task 3	Weighting%
	<p>The Secular and The Spiritual Portrait</p> <p>Experimentation with conventional drawing styles and mediums with focus on Renaissance art.</p>	<p>Image and Identity</p> <p>Cultural investigation of the chronology, history and established and challenged traditions of Australian Art practice. It explores how artists collectively have represented Australian as a nation, and how this determines how we see ourselves. This unit has a structural and cultural focus and investigates the era, ideology and artmaking of Contemporary Australian Artists.</p>	<p>End of Course Examination</p> <p>Examining the artmaking and historical and critical studies using the conceptual framework and the frames covered in this course</p>	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 8/9	
Outcomes Assessed	P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6	
Artmaking	20	30		50
Art criticism and art history	5	5	40	50
Total %	25	35	40	100