

HENNESSY CATHOLIC COLLEGE YOUNG

Seek the Truth

Learn Dynamically.....

Live Spirituality.....

Act Justly.....

Inspiring futures of hope



2020

YEAR 11 ASSESSMENT POLICY

FORWARD

The material contained within this document is a reflection of current assessment policy and procedure throughout the State of NSW. To ensure that all students in all courses are treated justly, the following policy will relate to all assessment tasks in Year 11.

This document also attempts to make clear the **separate responsibilities of the College** and the **student**. These responsibilities should be studied carefully and understood because of the significant implications they have for each student's Year 11 results.

PATTERNS OF STUDY

To qualify for the Higher School Certificate students must satisfactorily meet NESA requirements which include;

- 1 Year 11 pattern of study comprising at **least 12 units**; and
- 2 HSC pattern of study comprising of at **least 10 units**.

Students should also sit for and make a serious attempt at any HSC Preliminary examinations.

SATISFACTORY COMPLETION OF A COURSE

The RoSA (Record of Student Achievement) requires that:

A student will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

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

This means that students are expected to make a serious attempt at all assessment tasks, class work and examinations.

Failure to complete tasks in a course may result in the Principal certifying that the course has not been satisfactorily studied for the purpose of Year 11.

In such cases an 'N determination' may be issued for that course.

PURPOSE OF ASSESSMENT

Year 11 requires completion of School Assessment within a Standards Referenced Framework. Assessment is in the process of gathering information and making judgements about student achievement.

A student's achievement is measured against specified standards of performance.

It is intended to provide an indication of a student's attainment based on:

- measurements obtained throughout the course rather than a single examination;
- assessment of the student's knowledge of the course and skills outcomes, including those which require a specific setting e.g. fieldwork, practical skills, research
- using multiple measures to increase the accuracy of the final assessment of the student's achievement.

More specifically, School Assessment is intended to:

- evaluate the extent to which students have met the stated outcomes of the course;
- provide information to rank the student's achievement for the purpose of Year 11;
- provide a basis of reporting to parents /carers;
- provide students with honest and reliable information about their strengths and weaknesses and so provide students with direction for future learning;
- affirm students and provide encouragement and life skills such as setting goals, negotiating contracts, meeting deadlines, determining priorities, independent learning and self-sufficiency;
- provide information that will help students plan educational and vocational choices.

ASSESSMENT IN A STANDARDS REFERENCED FRAMEWORK

Quality assessment tasks in a standards referenced context involve tasks:

- designed to focus on specific syllabus outcomes;
- clearly reflecting the outcomes being assessed;
- where students know the assessment criteria before undertaking the task;
- which include marking schemes that are linked to standards. These marking schemes use the language or syllabus outcomes and performance bands;
- where students obtain **meaningful feedback** about what they are able to do and how to improve performance;
- where the level of achievement determines ranking.

THE SCHOOL ASSESSMENT PROGRAM

This Handbook provides students with an overview of the Assessment Program for each course. The school-based Assessment Program will start during Term One, 2020 and conclude by the end of week 1 Term 4, 2020. The Handbook contains general information on the nature, timing and weighting of assessment tasks in each course.

Students will be given more detailed information on each task with adequate notice (minimum of two school weeks) prior to the due date for each task. Students will be informed, in writing, of:

- the form of the task;
- the components of the tasks and their weightings;
- the due date and time of the task;
- the procedure for collection of the task.
- marking criteria

In very exceptional circumstances there may be a need to reset an assessment task or a component, change the nature of a task or the due date of a task. Students will be informed, in writing; of the changes as soon as possible after the decision is made. The determination of the circumstances being exceptional will be the responsibility of the Assistant Principal - Teaching and Learning in consultation with appropriate staff.

PROCEDURE TO FOLLOW WHEN COMPLETING ASSESSMENT TASKS

Extension of Time

Extensions will be granted only in exceptional circumstances at the discretion of the KLA Leader and/or Assistant Principal - Teaching and Learning. Requests must be made at least one week **before** the due date of the task. A letter of explanation and/or a medical certificate must accompany requests of extensions. Students must complete the appropriate form, which can be obtained from the Assistant Principal - Teaching and Learning.

PLEASE NOTE: a family vacation is not a valid reason for an extension or non-submission by the due date.

Submission of Assessment Tasks (excluding examination) by a due date

All assessment tasks should be completed on the set date.

For those tasks requiring work to be submitted by a due date it is the **responsibility of the student** to ensure the following:

- the task must be submitted as **detailed** on the Assessment Notification Sheet.

- in general, hand-in tasks are to be submitted via Google classroom and/or Turnitin and must be a google doc (not word)
- failure to submit a task as prescribed on the assessment notification **will result in a mark of zero being applied to the task.**

The security of the task, prior to handing it in, **is the responsibility of the student.** Students should make and retain a copy of their work where feasible (for example, a photocopy, photograph or back up in the appropriate media).

Student Procedures for Absences on the Due Date of an Assessment Task

Absence on the day of a hand-in task is not accepted as a valid reason for non submission. **Students should make every effort to submit the task.** Should this not be possible and a student is absent on the day or part of the day that a task is to be completed or submitted, the following procedure must be followed:

1. On the morning of the task, the student or parent /carer must phone the school General Office and leave a message for the specific subject co-ordinator notifying them of the absence. The student must mention her/ his name, the task, the subject and the reason(s) for the absence.
2. See the Assistant Principal - Teaching and Learning on the **first** day of return to school to complete an **Illness / Misadventure Form.**
3. In the case of a hand-in task students must submit the task via Google classroom and/or Turnitin by the first day of their return to school.
4. In the case of an in-class assessment task, the student must report to the relevant KLA Leader on the **first** day of return to school, to organise an alternate date and time for completion of the task.

Students should be prepared to complete any task missed due to absence on their first day of return to school.

NOTE: Failure to follow steps 2-4 may result in a mark of zero being given for the task.

Non-Submission of Tasks

If a task is not submitted / completed on the due date a mark of **zero** will be given for the task unless there are grounds for an Illness / Misadventure Appeal to be substantiated.

Illness/ Misadventure

On the first day of return to school the student must report to the Assistant Principal - Teaching and Learning and complete an Illness / Misadventure Form. If they have genuine reasons for not completing or submitting an assessment task on the due date by the due time, students may be required to provide a Doctor's Certificate in the case of illness or a letter from parents/ carers in the case of a serious family matter. These are available on the **Hennessy Student Team Drive** under **Assessment and Forms**.

Students who are deemed to have a valid reason for not attending / submitting an assessment task on the due date, due to illness, misadventure or special circumstances, may be required to:

- Submit the task without penalty; or
- Be given the same task at a different time; or
- Be given a task of a similar nature. If a student is required to complete a substitute task it will be held as soon as practical on his or her return to school.

The final action to be taken will be decided by the Assistant Principal - Teaching and Learning in consultation with the relevant KLA Leader.

In circumstances where the completion of a task is not feasible or is unreasonable, or where conditions of the missed task are difficult to duplicate, the Principal under advice from the Assistant Principal - Teaching and Learning may authorise the use of an estimate based on other appropriate evidence.

Students may apply for consideration of illness or misadventure which occurs during a task. Should this occur please see the Assistant Principal - Teaching and Learning to complete appropriate documentation on the day of the assessment.

PARTIAL ABSENCE ON DUE DATE OF ASSESSMENT TASK

Where an assessment task is to be completed or submitted after the first period of the day, it is expected that students be in attendance for their normal school day as per their timetabled lessons. Students who arrive late to school on the day either to complete or submit an assessment task, will be permitted to complete or submit the task but will be given a **mark of zero** for the task unless appropriate documentation is provided to explain the partial absences.

PENALTIES RELATED TO ASSESSMENT TASKS

Students who are deemed **NOT** to have a valid reason for late submission / non attendance/ non submission of an assessment task will receive **a mark of zero**. Once the task is completed, this will not impact overall grades but will impact their course rank in that subject.

CLASH OF TASKS AND OTHER SCHOOL ACTIVITIES (eg work placement, excursions, sporting competitions)

When an assessment task clashes with other official school activities, it is **the responsibility of the student** to negotiate alternate arrangements with the KLA Leader and/or the Assistant Principal - Teaching and Learning at least one week **before the due date of the task**. This is particularly relevant to the issue of work placement in the VET courses. Failure to follow these procedures will result in the student receiving the same penalties as outlined in the section; 'Penalties related to assessment tasks'.

APPROVED LEAVE OF ABSENCE

In case of leave of absence which has been approved by the Principal it is the **responsibility of the student** to negotiate alternative arrangements with the KLA Leader and/or the Assistant Principal - Teaching and Learning before the absence takes place. **Failure to follow these procedures will result in the student receiving the same penalties as outlined in the section 'Penalties related to assessment tasks'.**

ASSESSMENT / EXAMINATION BLOCKS

All assessment procedure, previously stated, applies also to tasks scheduled in the school calendar Assessment Blocks.

- In the case of absence during an examination block, the student will be required to complete the assessment task / examination at an agreed time and date, within the examination block if possible. This may be an alternate task.
- Students, who miss an exam during the entire Year 11 Examination Block, may be given an estimate based on cumulative performance in the course assessment.
- In circumstances where the completion of a substitute task or multiple missed tasks is not feasible or is unreasonable, the Principal may authorise the use of an estimate based on other appropriate evidence on the advice of the Assistant Principal - Teaching and Learning.

NON-COMPLETION OF ASSESSMENT TASKS (subject to Principal's discretion)

Where a student fails to complete an assessment task without satisfactory explanation a mark of zero will be given to the task. In such a situation, students and parents will be notified in writing by the subject teacher via an N determination letter. This document will need to be sighted, signed and returned to the College. Copies of these notifications will be held by the student, KLA Leader and the Assistant Principal - Teaching and Learning.

Failure to complete assessment tasks may result in the Principal certifying that the course has not been satisfactorily studied for the purpose of the Year 11.

USE OF TECHNOLOGY

If students use audio-visual equipment or computer technology to present an assessment task the proper functioning of the software and associated equipment is **the responsibility of the student**.

Students who fail to submit assessment tasks because they were unable to retrieve the task from a computer for any reason eg. document lost or printer malfunctions, will result in the student receiving the same penalties as outlined in the section, 'Penalties related to assessment tasks'. This also applies to audio media, video media and other electronic devices.

Students are advised to keep all rough notes and resource work in case of equipment failure or loss. A back up of drafts and hard copies of work should be made during the preparation of a task as these may be required to ensure against penalties being incurred.

MALPRACTICE

Honesty in Assessment – The Standard

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

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

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

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

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. Details can be found on the NESA's website.

Students found guilty of malpractice will also be placed on the Malpractice Register within the Schools Online function of NESA.

What constitutes malpractice?

All work presented in assessment tasks and HSC examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to you receiving zero marks for the task or examination, and will jeopardise your HSC results.

Malpractice is any activity that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate

acknowledgement

- *paying someone to write or prepare material*
- *breaching school examination rules*
- *cheating in an HSC examination*
- *using non-approved aids during an assessment task*
- *contriving false explanations to explain work not handed in by the due date*
- *assisting another student to engage in malpractice.*

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include, but is not limited to, the student:

- *providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas*
- *answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.*

– NESA HSC Rules and Procedures

Cases of malpractice, especially plagiarism or cheating, will result in a result of zero and the task will need to be re-submitted/completed to satisfy requirements for the internal assessment program. This includes any student who gives another student access to their work for the purposes of cheating.

NON-SERIOUS ATTEMPT

NESA defines a non-serious attempt as any task, which contains any frivolous or objectionable material. If students are judged to have made a non-serious attempt in their assessment tasks they may render themselves ineligible for the award of a Preliminary Certificate. Furthermore an N determination letter may be issued and the student will have to resubmit the task; however the original mark awarded will stand.

EXCEPTIONAL CIRCUMSTANCES

In exceptional and unforeseen circumstances, the school may require the student to do alternative tasks for missed assessments. These will form the basis of an estimate and will, where possible reflect the nature of the missed task type and cover the same outcomes. This is covered under the Principal's delegated authority.

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

VET courses have been developed to provide students with the opportunity to gain credit towards their HSC as well as national vocational qualifications under the Australian Qualifications Framework (AQF). In order to gain credit towards the HSC, students must undertake a minimum of 70 hours of work placement and achieve some or all of the course content. In order to qualify for the award of Certificate II, students must be able to show competency in all units of work covered in their course.

The VET subjects at Hennessy Catholic College include Primary Industries, Horticulture, Hospitality, IDT and Construction. For each of these courses, the mandatory 70 hours of work placement will be split up into 2 blocks of 35 hours each during the Preliminary and HSC years.

VET courses are competency based and typically, there are no marks awarded in competency based assessment. However, students are required to demonstrate their ability to carry out tasks measured against an industry standard and will be assessed as either 'competent' or 'not yet competent' by a qualified assessor. A variety of tools such as practical, written examination, research, presentation, demonstration and work placement assignments will be used to assess whether a student is competent. Students will be given a number of opportunities to demonstrate competency and when achieved, they will be signed off by the assessor into a student log book.

VET courses are categorised as B subjects by the NESA, which restricts the use of only 2 units of VET subjects in the ATAR calculation. Those students wishing to include one VET subject in their ATAR must sit for the HSC examination. The result obtained in the HSC exam will represent 100% of their mark for that VET subject. Other students may wish to withdraw from the optional HSC examination and if so need to advise the VET Leader. Withdrawing from the HSC examination has no impact on the eligibility of a student being awarded a Certificate II.

VET COURSES – ASSESSMENT PROCEDURE

- 1 Students will be assessed for competency regularly throughout the course.
- 2 Students who are present for the task but who are assessed as not yet competent will be advised in writing of the details of another opportunity for them to demonstrate competency. In some circumstances this will involve a resubmit date.
- 3 Students who are absent for a task will be required to follow the submission policy and provide documentary evidence such as a medical certificate to the Assistant Principal – Teaching and Learning.

STUDENT APPEALS

At the time a task is returned, students may consult with teachers and where necessary the KLA Leader, if clarification is required about performance (marks, grades or comments) awarded to tasks. If a student then wishes to appeal they may appeal through the College; however all appeals need to be received by the Assistant Principal – Teaching and Learning within ONE week of the return of the task to the student. Students are required to fill out the appropriate appeals form which outlines the grounds for the appeal. The appeal panel will involve the relevant KLA Leader and Assistant Principal – Teaching and Learning.

Students have the right to appeal against their order of merit in any course. Students who consider that their placement in the order of merit for any course is incorrect based on the feedback of their performance during the course may seek a School Review. In such cases, students should submit a written appeal, together with documentary evidence, to the Assistant Principal – Teaching and Learning for analysis and recommendation.

The Assistant Principal – Teaching and Learning, relevant KLA Leader and subject teacher will conduct this review. The Review Committee will focus on the procedures for determining the final assessment not on the marks or grades awarded to tasks as part of this process. This review is in line with NESAs requirements.

Subsequent appeals may be made to the NESAs through the College. Details of the appeals process may be obtained from the Assistant Principal – Teaching and Learning Enrichment.

REPORTING

Students will receive meaningful feedback on their performance in each assessment task. A Cumulative Assessment Ranking will be provided for each student in each course on the Mid Year and Final Report, based on the total of all weighted marks awarded in assessment tasks up to that time.

PARENT FEEDBACK

Parents are encouraged to contact the College at any time to discuss their child's progress. There will be two opportunities for formal feedback during Parent / Teacher / Student conferences.

PRINCIPAL'S DISCRETION

All of the above procedure and policies may be altered in some way at the discretion of the Principal.

STUDENT RESPONSIBILITIES

Each student has the responsibility to:

- 1 Understand the NESA course requirements and procedures for each course of study.
- 2 Be familiar with, and fulfil the requirements of, the School Assessment Policy as set out in this policy.
- 3 Attend school, be aware of due dates for assessment tasks and complete tasks on time.
- 4 Seek information about assessment tasks set in the case of absence.
- 5 Plan a study timetable that gives careful consideration to the requirements of assessment tasks in their overall pattern of study.
- 6 Discuss with the House Leader and/or Assistant Principal – Teaching and Learning about due dates for assessment tasks if workloads seem unmanageable.
- 7 Discuss with subject teacher if unclear about any aspect of **a task**.
- 8 Be present to do all in-school assessment tasks. This means being present all day on the day a task is due.
- 9 Be on time for all assessment tasks.
- 10 Present work in a form specified, follow directions of a task and ensure that all the work is of an acceptable standard.
- 11 Keep a personal record of the results of assessment tasks.
- 12 Apply themselves to the best of their ability to all coursework whether an assessment task, class work or homework.
- 13 Seek help / advice from teachers at times of difficulty, while being sensitive to the demands of a teacher's role.

STUDENT'S RIGHTS

Each student has the right to:

- 1 Be fully informed of the purpose of assessment.
- 2 Receive accurate and detailed information about NESA and School Policies regarding assessment for each course.
- 3 An overview of the assessment program for each course, detailing: the number of tasks, the form of tasks, the weight of the tasks and the components of the course being assessed by the task.
- 4 A detailed outline of the requirements of each assessment task usually two school weeks prior to the due date, detailing: form, task outcomes, component weightings, style, length, due date, submission details.

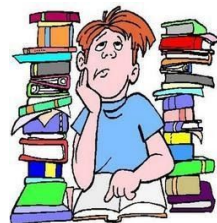
- 5 Consultation with teachers or subject co-ordinators if clarification is needed about marks, comments or grades awarded for tasks at the time that the task is returned.
- 6 Be aware of the process followed by teachers when an estimate is to be used to determine a mark for a task.
- 7 Meaningful feedback from teachers about performance in assessment tasks and class work.
- 8 Be listened to and be provided with well-informed advice when difficulties are experienced in achieving learning or assessment goals.
- 9 Privacy of results. Individual order of Merit should be given only to the student concerned. When order of Merit or scatter sheets are made public, only marks or ranks will be given, no student names. Assessment tasks will be returned to the student concerned and not to others to pass on to them.
- 10 Know the consequences of non-completion task in excess of 50% of the total assessment mark.

KLA LEADERS

Students may speak with their Subject Teacher, KLA Leader or the Assistant Principal – Teaching and Learning at any time about curriculum or assessment matters. The list below provides the names of the teachers responsible for the various subjects. To email each teacher type firstname.lastname@cg.catholic.edu.au

KLA Leadership Team	Staff Member
Assistant Principal – Teaching and Learning	Mrs Sharon Hibbert
Director of Studies	Mr Andrew Fouracre
Religious Education Catholic Studies, Studies of Religion	Miss Caroline Devlin
English	Ms Patricia Stadtmiller
Mathematics	Ms Camille Carberry
Science Biology, Chemistry, Physics, Investigating Science	Ms Rayleigh Keith
HSIE Ancient History, Modern History, History Extension, Business Studies, Legal Studies, Geography, Work Studies	Ms Megan Jasprizza
TAS IT Metal	Mr Mark Schmidt
VET Construction, Horticulture, Hospitality, Sports Coaching	Mr Mark Schmidt
Creative Arts Music, Visual Arts	Ms Marianne McLachlan
PDHPE Community and Family Studies, PDHPE	Ms Brooke McCann Mrs Janice Dunk
Diverse Learning Needs	Mrs Tracey Cullen

YEAR 11 ASSESSMENT SCHEDULES 2020



KLA	SUBJECTS			
English	Extension 1	Advanced	Standard	Studies
Maths	Extension 1	Mathematics Advanced	Mathematics Standard	
Religion	Studies of Religion 1		Studies of Religion 2	
HSIE	Ancient History	Business Studies	Geography	
	Legal Studies	Modern History	Work Studies	
Science	Biology	Chemistry	Investigating Science	Physics
PDHPE	Community and Family Studies		PDHPE	
CAPA	Music	Visual Art		
TAS	Design and Technology		Industrial Technology - Timber	

Ancient History

Year 11

2020

Component	Task 1	Task 2	Task 3	Weighting
	Historical Investigation	Source Analysis	Yearly Examination	
	Term 2 Week 1	Term 3 Week 1	Term 3 Weeks 9 -10	
	Outcomes AH11-2, AH11-3, AH11-8, AH11-10	Outcomes AH11-4, AH11-6, AH11-7, AH11-9	Outcomes AH11-1, AH11-3, AH11-5, AH11-6, AH11-9	
Knowledge and understanding of course content	5	15	20	40
Historical skills in the analysis and evaluation of sources and interpretations		10	10	20
Historical inquiry and research	20			20
Communication of historical understanding in appropriate forms	5	5	10	20
TOTAL %	30	30	40	100

Biology

Year 11

2020

Component	Task 1	Task 2	Task 3	Weighting
	Report Module 1	Depth Study Presentation (Inquiry Question Allocated)	Yearly Examination	
	Term 1 Week 9	Term 2 Week 7	Term 3 Week 9-10	
	<i>Outcomes:</i> BIO11/12-1, BIO11/12-2, BIO11/12 - 5 BIO11/12-6, BIO11/ 8 - 11	<i>Outcomes:</i> BIO11/12-1, BIO11/12-4, BIO11/12-5 BIO11/12-7, BIO118-10	<i>Outcomes ::</i> BIO11/12-3, BIO11/12-4, BIO11/12-5 ,BIO11/12-6, BIO11/12-7, BIO11/ 8 - 11	
Skills in working scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
TOTAL	30	40	30	100

Component	Task 1	Task 2	Task 3	Weighting
	Business Report	Business Plan	Yearly Examination	
	Term 1 Week 8	Term 3 Week 6	Term 3 Weeks 9 -10	
	<i>Outcomes:</i> P1, P2, P6, P8	<i>Outcomes:</i> P7, P8, P9, P10	<i>Outcomes:</i> P1, P3, P4, P5, P8, P9	
Knowledge and understanding of course content	5	25	10	40
Stimulus-based skills	10	10		20
Inquiry and research	10		10	20
Communication of business information, ideas and issues In appropriate forms	5	5	10	20
TOTAL	30	40	30	100

Community & Family Studies

Year 11

2020

Component	Task 1	Task 2	Task 3	Weighting
	Written Task	Research Task	Yearly Examination	
	Term 1 Week 7	Term 2 Week 10	Term 3 Week 9-10	
	Outcomes P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1	Outcomes P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2	Outcomes P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P6.1	
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research methodology, analysing and communicating	20	15	25	60
TOTAL	30	30	40	100

Chemistry

Year 11

2020

Component	Task 1	Task 2	Task 3	Weighting
	Report Module 1 Properties and Structure of Matter	Depth Study <i>(Inquiry Question Allocated)</i>	Yearly Examination	
	Term 1 Week 8	Term 3 Week 3	Term 3 Week 9-10	
	<i>Outcomes:</i> CH11/12-1 CH11/12-2, CH11/12-4 CH11/12-7, CH11-8	<i>Outcomes:</i> CH11/12-1 CH11/12-4, CH11/12-5 CH11/12-7, CH11-10	<i>Outcomes:</i> CH11/12- 3, CH11/12- 4, CH11/12- 5, CH11/12- 6, CH11/12-7, CH11/ 8 -11	
Skills in working Scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
Total	30	40	30	100

Design & Technology

Year 11

NOT RUNNING

Component	Task 1	Task 2	Task 3	Weighting
	Case Study Presentation	Practical Project	Preliminary Examination	
	Term: Week:	Term: Week:	Term: Week:	
	Outcomes: P1.1, P2.1, P2.2, P6.1	Outcomes: P3.1, P4.1, P4.2, P4.3, P5.5, P5.2, P5.3, P6.2	Outcomes: P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	20	20	60
Total	30	30	40	100

Component	Task 1	Task 2	Task 3	Weighting
	Reading to Write Imaginative text with reflection	Narratives that Shape our World Multimodal presentation	Yearly Examination Critical Response	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9 - 10	
	<i>Outcomes: EA11-3, EA11-5, EA11-9</i>	<i>Outcomes: EA11-1, EA11-2, EA11-3, EA11-5, EA11-6, EA11-7, EA11-9</i>	<i>Outcomes: EA11-1, EA11-3, EA11-5, EA11-8</i>	
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

English Extension 1

Year 11

2020

Component	Task 1	Task 2	Task 3	Weighting
	Imaginative response and Reflection Statement	Multimodal Oral Presentation	Yearly Examination	
	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 9 - 10	
	<i>Outcomes:</i> EE11-2, EE11-3, EE11-6	<i>Outcomes:</i> EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	<i>Outcomes:</i> EE11-1, EE11-2, EE11-3, EE11-5	
Knowledge and understanding of complex texts and of 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

English Standard

Year 11

2020

Component	Task 1	Task 2	Task 3	Weighting
	Reading to Write Imaginative and Reflective Texts	Contemporary Possibilities Multimodal Presentation	Yearly Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9 - 10	
	<i>Outcomes: EN11-3, EN11-5, EN11-9</i>	<i>Outcomes: EN11-1, EN11-2, EN11-3, EN11-5, EN11-6, EN11-7</i>	<i>Outcomes: EN11-1, EN11-3, EN11-5, EN11-8</i>	
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

English Studies

Year 11

2020

Component	Task 1	Task 2	Task 3	Weighting
	Written Reflection and Mock Job Interview Mandatory Module	Essay Module E: Playing the Game- English in Sport	Portfolio of Classwork Including Multi-Modal Component	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 7	
	<i>Outcomes: ES 11-1, ES11-4, ES11- 10</i>	<i>Outcomes: ES11-2, ES11-5, ES11-8, ES11-9.</i>	<i>Outcomes: ES11-3, ES11-5, ES11-6, ES 11-7</i>	
Knowledge and understanding of course content	15	20	15	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas <ul style="list-style-type: none"> • using language accurately, appropriately and effectively 	15	20	15	50
TOTAL	30	40	30	100

Geography

Year 11

2020

Component	Task 1	Task 2	Task 3	Weighting
	Research Report	Senior Geography Project	Yearly Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9 - 10	
	<i>Outcomes:</i> P1, P2, P3, P7, P8	<i>Outcomes:</i> P7, P8, P9, P10, P11, P12	<i>Outcomes:</i> P1, P3, P4, P5, P6, P12	
Knowledge and understanding of course content	10	10	20	40
Geographical tools and skills	5	10	5	20
Geographical inquiry and research, including fieldwork	5	10	5	20
Communication of geographical information, ideas and issues In appropriate forms		10	10	20
TOTAL	20	40	40	100

Industrial Technology - Timber

Year 11

2020

Component	Task 1	Task 2	Task 3	Weighting
	Planning and Communication	Practical Projects	Preliminary Examination	
	Term: 1 Week: 7	Term: 2 Week: 10	Term: 3 Week: 9-10	
	<i>Outcomes</i> P3.1, P3.3	<i>Outcomes</i> P1.2, P4.1, P4.2, P4.3	<i>Outcomes</i> P1.2, P2.1, P5.2, P6.1, P7.1	
Knowledge and understanding of course content	5	15	20	40
Knowledge and skills in the design, management, communication and production of a major project	15	25	20	60
TOTAL	20	40	40	100

Investigating Science

Year 11

2020

Component	Task 1	Task 2	Task 3	Weighting
	Practical Investigation Module 1 - Cause and Effect (Observing)	Depth Study Research and Presentation (Inquiry Question Allocated)	Yearly Examination	
	Term 1 Week 10	Term 3 Week 1	Term 3 Weeks 9-10	
	<i>Outcomes:</i> INS11/12-1, INS11/12-2 INS11/12-3, INS11/12-4 INS11/12-5, INS11/12-7 INS11-8, INS11-9	<i>Outcomes:</i> INS11/12-1, INS11/12-4 INS11/12-5, INS11/12-6 INS11/12-7, INS11-8 INS11-9	<i>Outcomes:</i> INS11/12-4, INS11/12-5 INS11/12-6, INS11/12-7 INS11-8, INS11-9 INS11-10, INS11-11	
Skills in Working Scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
TOTAL	30	40	30	100

Component	Task 1	Task 2	Task 3	Weighting
	The Legal System Media File/Report	Law in Action Research Task	Yearly Examination	
	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 9 - 10	
	<i>Outcomes:</i> P1, P6, P8, P9	<i>Outcomes:</i> P4, P5, P7, P10	<i>Outcomes:</i> P2, P3, P4, P9	
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	10		10	20
Inquiry and research	10	10		20
Communication of legal information, issues and ideas in appropriate forms		10	10	20
TOTAL	30	30	40	100

Component	Task 1	Task 2	Task 3	Weighting
	Class test/Learning Logs Topic: <i>Working with Functions</i> <i>F1</i>	Assignment/Investigation Topic: <i>Probability Distributions</i> <i>S1</i>	Yearly Examination Topics: <i>All Topics</i> <i>F1, T1, T2, C1, E1, S1</i>	
	Term 1 Week 8	Term 2 Week 9	Term 3 Week 10	
	Outcomes MA11-1, MA11-2, MA11-8, MA11-9	Outcomes MA11-7, MA11-8, MA11-9	Outcomes MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Understanding, Fluency and Communicating	20	10	20	50
Problem Solving, Reasoning and Justification	10	20	20	50
TOTAL	30	30	40	100

Mathematics Extension 1

Year 11

2020

Component	Task 1	Task 2	Task 4	Weighting
	Binomial Theorem Exam incl. Learning Logs	Mathematical Induction - Oral Presentation	Yearly Examination	
	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9-10	
	<i>Outcomes Addressed</i> <i>ME11-1, ME11-2 ME11-6, ME11-7</i>	<i>Outcomes Addressed</i> <i>ME11-1, ME11-2 ME11-3, ME11-6 ME11-7</i>	<i>Outcomes Addressed</i> <i>ME11-1, ME11-2 ME11-3, ME11-4 ME11-5, ME11-6 ME11-7</i>	
Understanding, fluency and communication	15	15	20	50%
Problem-solving, reasoning and justification	15	15	20	50%
TOTAL	30	30	40	100%

Mathematics Standard

Year 11

2020

Component	Task 1	Task 2	Task 3	Weighting
	Measurement Portfolio and In-class	Finance Research Car Costs	Yearly Examination	
	Term 1 Week 8	Term 2 Week 9	Term 3 Week 10	
	<i>Outcomes: MS 11-3, MS 11-4, MS 11-9, MS 11-10</i>	<i>Outcomes: MS 11-2, MS 11.5, MS 11 -6, MS 11-9, MS 11-10</i>	<i>Outcomes: All Outcomes</i>	
Understanding, Fluency and Communicating	10	10	30	50
Problem Solving, Reasoning and Justification	20	20	10	50
TOTAL	30	30	40	100

Modern History

Year 11

2020

Component	Task 1	Task 2	Task 3	Weighting
	Source Analysis	Historical Investigation	Yearly Examination	
	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 9 -10	
	<i>Outcomes:</i> MH11-3, H11-5, MH11-6, MH11-7	<i>Outcomes:</i> MH11-4, MH11-6, MH11-8, MH11-9, MH11-10	<i>Outcomes:</i> MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9	
Knowledge and understanding of course content	10	5	25	40
Historical skills in the analysis and evaluation of sources and interpretations	15		5	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	5	5	10	20
TOTAL	30	30	40	100

Music

Year 11

2020

Component	Task 1	Task 2	Task 3	Weighting
	Viva Voce and student devised Aural Analysis Topic 1 - <i>Music for radio, film, television and multimedia.</i> Presentation and written summary of viva voce, with student devised aural question and response based on an excerpt discussed in Viva Voce	Composition Portfolio and Aural Analysis Topic 2- <i>Methods of Notation</i> Composition or arrangement, including process diary for composition with reference to concepts of music and the chosen topic	Performance Topic 3 Music of a Culture Solo or ensemble performance Aural Examination - written response to four musical excerpts	
	Term 1 Week 8	Term 2 Week 8	Term 3 Performance Week 6 Exam Week 9-10	
	<i>Outcomes:</i> <i>P2,P4, P5, P6, P8,</i>	<i>Outcomes:</i> <i>P3, P4, P6, P7, P8</i>	<i>Outcomes:</i> <i>P1,P2, P5, P6, P8,</i>	
Performance			25	25
Composition		25		25
Musicology	25			25
Aural	5	5	15	25
TOTAL	30	30	40	100

PDHPE

Year 11

2020

Component	Task 1	Task 2	Task 3	Weighting
	Research Task	Fitness Analysis	Yearly Examination	
	Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 9-10	
	Outcomes: P1, P2, P3, P4, P16	Outcomes: P5, P6, P8, P10, P16, P17	Outcomes: P1-12, P15-17	
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysis and communicating	20	20	20	60
TOTAL	30	30	40	100

Physics

Year 11

2020

Component	Task 1	Task 2	Task 3	Weighting
	Report Module 1	Depth Study <i>(Inquiry Question Allocated)</i>	Yearly Examination	
	Term 1 Week 7	Term 2 Week 10	Term 3 Weeks 9-10	
	Outcomes: PH11/12-1 PH11/12-2, PH11/12-4 PH11/12-5, PH11/12-6 PH11/12-7, PH11-8	Outcomes: PH11/12-1 PH11/12-4, PH11/12-5 PH11/12-7, PH11-10	Outcomes: PH11/12-1, PH11/12 - 3, PH11/12, PH 11/12-4, 11/12-5, PH11/12-6, PH11/12-7 PH11-8, PH11-9, PH11-10	
Skills in Working Scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
Total	30	40	30	100

Studies of Religion I

Year 11

2020

Components	Task 1	Task 2	Task 3	Weighting
	Response to stimulus creative and reflective	Exposition on Religious Traditions	Yearly Examination	
	Term 1, Week 10	Term 2, Week 8	Term 3 Weeks 9-10	
	Outcomes addressed P1, P2, P3, P4, P5, P6, P8, P9	Outcomes addressed P3, P5, P6, P7, P9	Outcomes addressed P1, P2, P3, P4, P5, P6, P8, P9	
Knowledge & Understanding	10		30	40
Source based skills	10		10	20
Investigation and Research		20		20
Communication of information, ideas and issues in appropriate forms		20		20
TOTAL	20	40	40	100

Studies of Religion 2**Year 11****2020**

Components	Task 1	Task 2	Task 3	Weighting
	Response to stimulus creative and reflective	Exposition on Religious Traditions	Yearly Examination	
	Term 1, Week 10	Term 2, Week 8	Term 3 Weeks 9-10	
	Outcomes addressed P3, P4, P5, P6, P8	Outcomes addressed P1, P2, P3, P4, P5, P6, P8, P9	Outcomes addressed P1, P2, P3, P4, P5, P6, P8, P9	
Knowledge & Understanding	10	10	20	40
Source based skills		10	10	20
Investigation and Research	10	10		20
Communication of information, ideas and issues in appropriate forms	10		10	20
TOTAL	30	30	40	100

Visual Art

Year 11

2020

Components	Task 1	Task 2	Task 3	Weighting
	<p>Documenting Practice</p> <p>Submission of a documented artwork demonstrating an informed response to a contemporary artist. Documentary analysis of selected artists practice</p>	<p>Exploring Representation</p> <p>Submitted artwork(s) exploring historical and contemporary representation of the body. Written and visual account</p> <p>VAPD including 5-10 seminal artworks annotated to account for historical changes in representation of the body over time using a variety of media</p>	<p>Yearly Examination</p> <p>Art Criticism and Art History Written Examination.</p>	
	Term 1, Week 9	Term 3, Week 3	Term 3, Weeks 9/10	
	Outcomes P1, P2, P3, P7, P8	Outcomes P4, P6, P8	Outcomes P5, P6, P9, P10	
Artmaking	20	30		50
Art criticism and art history	10	10	30	50
TOTAL	30	40	30	100

Work Studies

Year 11

2020

Component	Task 1	Task 2	Task 3	Weighting
	Presentation	Finance Report (examination)	Work Portfolio	
	Term 1 Week 10	Term 2 Week 7	Term 3 Week 5	
	<i>Outcomes:</i> 1, 2, 4, 5,	<i>Outcomes:</i> 5, 7, 9	<i>Outcomes:</i> 2, 3, 6, 8	
Knowledge and Understanding	5	10	15	30
Skills	20	25	25	70
TOTAL	25	35	40	100