



YEAR 11 2020 ASSESSMENT SCHEDULE AND ASSESSMENT RELATED POLICIES

Approval and Review	Details
Document Owner	Deputy Headmaster Student & Teaching Excellence K-12
Responsibility	Heads of Academy Senior School Head of Knox Preparatory School Head of Wahroonga Preparatory School
Effective / Issue Date	31 January 2020
Next Review Date	5 December 2020
Date approved:	31 January 2020
Approved by:	Scott James, Headmaster

KNOX ASSESSMENT POLICY

Contents

PURPOSE	4
BACKGROUND.....	4
INTERNAL ASSESSMENT PROGRAMS.....	4
HSC ASSESSMENT PROGRAM.....	5
IMPLEMENTATION OF THE INTERNAL ASSESSMENT PROGRAM 7-12.....	5
ADJUSTMENTS TO ASSESSMENT K-12	10
ASSESSMENT MARKS	12
APPEALS AND REVIEWS	16
APPLICATION POINT AVERAGE (APA) AND SATISFACTORY PROGRESS	18
PLAGIARISM AND MALPRACTICE POLICY.....	19
KNOX GRAMMAR SCHOOL 7-12 EXAMINATION CODE OF CONDUCT	21
Examination rules and procedures (applicable for all assessments).....	22
DEFINITIONS.....	24
RELATED LEGISLATION AND RESOURCES.....	24
YEAR 11 2020 ASSESSMENT OUTLINE – AGRICULTURE.....	25
YEAR 11 2020 ASSESSMENT OUTLINE – DRAMA	26
YEAR 11 2020 ASSESSMENT OUTLINE – ENGLISH ADVANCED	27
YEAR 11 2020 ASSESSMENT OUTLINE – EALD	28

.....*

YEAR 11 2020 ASSESSMENT OUTLINE – ENGLISH EXTENSION 1	29
YEAR 11 2020 ASSESSMENT OUTLINE – BUSINESS STUDIES.....	30
YEAR 11 2020 ASSESSMENT OUTLINE – ECONOMICS	31
YEAR 11 2020 ASSESSMENT OUTLINE – LEGAL STUDIES	32
YEAR 11 2020 ASSESSMENT OUTLINE – GEOGRAPHY	33
YEAR 11 2020 ASSESSMENT OUTLINE – ANCIENT HISTORY	34
YEAR 11 2020 ASSESSMENT OUTLINE – MODERN HISTORY.....	35
YEAR 11 2020 ASSESSMENT OUTLINE – CHINESE CONTINUERS.....	36
YEAR 11 2020 ASSESSMENT OUTLINE – FRENCH CONTINUERS	37
YEAR 11 2020 ASSESSMENT OUTLINE – GERMAN CONTINUERS.....	38
YEAR 11 2020 ASSESSMENT OUTLINE – JAPANESE CONTINUERS	39
YEAR 11 2020 ASSESSMENT OUTLINE – JAPANESE BEGINNERS	40
YEAR 11 2020 ASSESSMENT OUTLINE – MATHEMATICS ADVANCED.....	41
YEAR 11 2020 ASSESSMENT OUTLINE – MATHEMATICS EXTENSION 1.....	42
YEAR 11 2020 ASSESSMENT OUTLINE – MATHEMATICS STANDARD	43
YEAR 11 2020 ASSESSMENT OUTLINE – MUSIC 1.....	44
YEAR 11 2020 ASSESSMENT OUTLINE – MUSIC 2.....	45
YEAR 11 2020 ASSESSMENT OUTLINE – PDHPE.....	46
YEAR 11 2020 ASSESSMENT OUTLINE – SPORT, LEISURE & RECREATION.....	47
YEAR 11 2020 ASSESSMENT OUTLINE – STUDIES OF RELIGION I.....	48
YEAR 11 2020 ASSESSMENT OUTLINE – STUDIES OF RELIGION II.....	49
YEAR 11 2020 ASSESSMENT OUTLINE – BIOLOGY	50
YEAR 11 2020 ASSESSMENT OUTLINE – CHEMISTRY	51
YEAR 11 2020 ASSESSMENT OUTLINE – EARTH & ENVIRONMENT SCIENCE.....	52
YEAR 11 2020 ASSESSMENT OUTLINE – INVESTIGATING SCIENCE.....	53
YEAR 11 2020 ASSESSMENT OUTLINE – PHYSICS	54
YEAR 11 2020 ASSESSMENT OUTLINE – DESIGN & TECHNOLOGY	55
YEAR 11 2020 ASSESSMENT OUTLINE – ENGINEERING STUDIES.....	56
YEAR 11 2020 ASSESSMENT OUTLINE – INDUSTRIAL TECHNOLOGY	57
YEAR 11 2020 ASSESSMENT OUTLINE – INFORMATION PROCESSES & TECHNOLOGY	58
YEAR 11 2020 ASSESSMENT OUTLINE – SOFTWARE DESIGN AND DEVELOPMENT	59
YEAR 11 2020 ASSESSMENT OUTLINE – PHOTOGRAPHY.....	60
YEAR 11 2020 ASSESSMENT OUTLINE – VISUAL ARTS	61



PURPOSE

The purpose of the school assessment is to provide an indication of each student's achievement in a wider range of syllabus objectives. Assessment covers both examination and non-examination objectives, and includes formative and summative assessment.

BACKGROUND

In 1916, educational philosopher John Dewey argued that “if we teach today's students as we taught yesterday's, we rob them of tomorrow.” The Knox Junior Academy is committed to creating the conditions for all students to achieve their personal best whilst maintaining the academic rigor required for success. Our teaching and learning programs in the Knox Junior Academy aim to support all learners as they further develop their understanding in the core subjects; additionally, students will be presented with a range of future-focused opportunities, such as the transdisciplinary tasks in year 7 and 8, that will foster their creativity, critical thinking, communication, collaboration and global mindfulness skills.

In an increasingly dynamic and complex world, these skills and the learning dispositions, such as agency, agility, perseverance and self—regulation will become increasingly important. Students in the Knox Junior Academy are encouraged to be courageous and take responsible risks in their learning.

Assessments in Stage 4 will challenge students to express their understandings in a range of computational and creative endeavours. Our learners will leave Stage 4 as developing global citizens, committed to an academic pursuit that is underpinned by passion, play, and purpose.

GIFTED & TALENTED POLICY

Gagné's model provides the most generally accepted definition of both giftedness and talent. According to Gagné, gifted students are those whose potential is distinctly above average in one or more of the following domains of human ability:

- intellectual
- creative
- social
- physical

Talented students are those whose skills are distinctly above average in one or more areas of human performance. Talent emerges from giftedness through a complex developmental process and via a number of influences, including the teaching and learning opportunities. Gagné's model encompasses a range of abilities and acknowledges that giftedness is only potential and that it must go through a transformative process in order to become a talent.

As a result, the da Vinci program and targeted co-curricular programs such as the da Vinci Decathlon, Future Problem Solvers, Titration Club, Chess Club and Science Club are designed to ensure that students are supported to develop their gifts or high abilities into talents or high achievements. Knox has also established 'Pathways for Elite Athletes at Knox' (PEAK) to assist high performing student-athletes to achieve excellence in sport, whilst achieving their best in the academic environment.

Students are able to access courses at higher levels, such as Mathematics and Languages, if the student is able to meet the demands of the course and the relevant Head of Department, parents and student approve it.

INTERNAL ASSESSMENT PROGRAMS

Assessment programs are prepared for each course and advise students of:

- (if applicable) the components and their weightings for each course as specified in the NESAs assessment requirements

.....*

- an assessment schedule developed by each faculty, indicating the timing of each assessment task, and the mark value (weighting) of each task in relation to the total number of marks for the course
- the nature of each assessment task (e.g. assignment, test, project, etc.)

HSC ASSESSMENT PROGRAM

For HSC students, assessment programs will begin at the start of the Higher School Certificate (HSC) course. There will be non-assessment times during this period, especially during the week leading up to the Trial HSC examinations unless the assessment task is an in-class task that requires no preparation, or it is part of the Trial HSC examination such as in Science (Practical), Languages, Music and Drama.

If a task does not discriminate adequately among students or has been made invalid by circumstances, a teacher may set an additional assessment task or remove the task from the assessment program and proportionally increase the weightings of the other assessment tasks.

Completion of the assessment program is a requirement for the award of a HSC. Years 11 and 12 are divided into Preliminary and HSC courses. Preliminary work must be completed satisfactorily before a student may enter the HSC course.

Candidates for the HSC who do not comply with the assessment requirements in any course will not have a moderated assessment mark, nor an examination mark awarded for that course. In the case of extension courses, students who fail to meet the assessment requirements of the common part of the course will not receive a result in the course at all.

Where appropriate, a draft for assessment tasks will be accepted (occasionally, it may not be appropriate; for example, tasks with set question/s; or oral tasks or research folders). Draft tasks must be submitted by a certain date to be determined by the Head of Department but usually at least five school days before the submission date. Feedback is formative; marks are not predicted.

IMPLEMENTATION OF THE INTERNAL ASSESSMENT PROGRAM 7-12

a. Notification of assessment tasks and clashes of dates

It is each student's responsibility to know the assessment dates and be in attendance for them. In 7-12, an assessment schedule will be provided to each student.

When the assessment schedule is issued, any concerns or clashes must immediately be submitted by students to the relevant teacher in writing. If any unexpected clashes arise due to the timing of an assessment task, (e.g. due to an excursion or sporting fixture), the affected student must immediately notify the relevant people, such as in 7-12, the relevant Head of Department and Head of Academy (KSA) and/or Director of Studies in writing.

At least two weeks prior to each assessment task, each student will be given notification of:

- outcomes to be assessed
- the date and timing of the task
- course components and weighting
- a description of the scope, content and nature of the task
- as appropriate and depending on the task, the marking criteria or the marking scheme.

Task notification is given in writing either in hard copy or by email to your school email address and uploaded to the Student Café. If a student returns to school after an absence, he must check with each of his subject teachers whether any information regarding assessment dates and tasks has been issued.

.....*

If he is uncertain about the precise details or the nature of a task, he must immediately submit any concern related to these details to his teacher in writing.

b. A student's responsibility in assessment tasks

It is each student's responsibility to be present and prompt for an assessment task. Illness and/or misadventure cannot be used as a reason to not complete a task. An alternative task and/or time may be arranged.

Students must respect the due dates set by teachers. It is each student's responsibility to present an assessment task by the due date and time in the manner specified on the assessment notification. The usual weekday deadline for a hand-in task is 8:25am.

For HSC courses, the hand-in task must be placed in the submission box in the KSA foyer, by 8:25am. Where electronic submission of work is required, it must indicate a time prior to 8:25am according to the school network time.

An excursion is not a valid excuse for late submission of work.

The following guidelines apply for submission:

- tasks that have not been handed in correctly (e.g. left on a desk), and which later go missing will be treated as late work
- a task that has not been submitted by 8:25am on the due date is late
- a task which is incomplete when submitted on the due date is late.

If a student submits a task late, without a genuine reason, as per Illness/Misadventure guidelines, or his teacher, Head of Department, or Assistant Head of Department, does not accept the explanation, he will be penalised 30% of the marks awarded the first day, 60% of the marks awarded for the second day and 90% of the marks awarded for the third day. If the task has not been submitted by 8:25am on the third day after the due date, zero marks will be awarded.

All tasks will be marked, regardless of any penalties imposed for lateness. Marks will show what the task would have received if the work had not been late, as well as the penalties imposed.

Parents will be informed of a reduced or zero mark in a letter signed by the Head of Department, Head of KSA and Director of Studies. If a student is awarded zero marks for a task, he must still complete and submit the task to his teacher.

If a student is awarded zero marks because of failure to complete any assessment tasks worth more than 50% of the final course assessment mark, he will not be given a school assessment mark for that course and the student will be awarded an 'N' Award in that course by the School. The student and their parents will be advised in writing of the 'N' award and they may appeal against this 'N' Award. Full details concerning 'N' Awards and Appeals against 'N' Awards can be found in article 8081 of the NESA ACE (Assessment, Certification and Examination) website at <http://ace.bos.nsw.edu.au/ace-8081>.

c. Long term assessment tasks:

These are characterised by one or more of the following:

- extended preparation time (usually at least four weeks)
- submission of work in stages over a sequence of deadlines
- substantial weighting and task size.

Stages of long-term assessment tasks must be presented on the due date, even if incomplete due to a student's illness during preparation time. The Head of Department will consult with the relevant Director of Studies if necessary and then make a decision about the consequences for the student and the task based on the medical information/advice. This may include allowing completion of the same task OR an alternative task OR an estimate based upon evidence of progress through the duration of the project.

For a long-term assessment task, a student should not expect to automatically receive an extension as a result of any period of illness or misadventure during the time of the project. Extensions will only be granted by a Head of Department in exceptional circumstances, especially during the week leading up to the due date. A teacher will be unlikely to grant an extension in the case of:

- technical difficulties
- misplaced work assignments
- loss of time due to travel commitments
- difficulties with research, which should have been addressed by early commencement of research
- brief periods of illness or misadventure
- organisational problems experienced in the days leading up to a deadline.
- school trips or excursions
- approved school leave for reasons such as holidays, sport or performances.

When illness is the reason given for an extension, the extension will only apply for the equivalent number of days as specified on a medical certificate explaining the absence.

Failure to hand in a stage of a long-term project will result in a zero mark for that stage. Failure to complete one component does not necessarily mean a zero mark for the whole task but continued failure to submit stages of a long-term project may result in a zero mark for the whole task. This in turn may call into question a student's capacity to meet course requirements.

d. Illness and Misadventure preventing attendance at internal tasks including examinations:

Genuine illness or misadventure that prevents a student submitting or attending an internal assessment or internal examination is defined as:

- *Illness or accident (i.e. illness or physical injuries) suffered directly by the student, which allegedly prevented the student from submitting the task or attending to sit the task or examination and include influenza, an asthma attack, cut hand, etc.*
- *Misadventure (i.e. any other event beyond the student's control), which allegedly prevented the student from submitting the task or attending to sit the task or examination and includes death of a family member, motor vehicle accident, funeral of a family member, etc.* Further information on misadventure can be found on page 16.

When illness or misadventure prevents a student from submitting or attending to sit an assessment task or examination he must follow the procedures below:

- The student or parent must notify the Student Administration Officer, the Head of Department and Director of Studies of circumstances prior to, or the day the task is due, or to be sat.
- He will require evidence to support his absence or non-submission. This evidence includes:
 - i. if a boarder or day boy is taken ill at school, he requires a note from the school clinic
 - ii. if a day boy is taken ill at home, he requires a medical certificate from a qualified doctor, plus an explanatory note from his parent/guardian. The medical certificate must cover the date of the task or the period being applied for by the student.
 - iii. depending on circumstances, time leading up to an assessment may be considered by the Head of Academy and/or Director of Studies.

As soon as the student returns to school he must submit an Illness/Misadventure Appeal Application. The Illness/Misadventure Appeal Application must be submitted within one week of the task date. If the boy is continuously absent from school, he should contact the Head of Academy and/or Director of Studies within one week of the task date. The Head of Department and the student will be notified of the receipt of the completed application and whether the application for illness/misadventure has been upheld or denied.

If a student is absent on a due date for a prepared or hand-in task, a copy of the task (or stage of the task) must then be submitted to the relevant teacher immediately on return to School, even if it is incomplete.

If a student is absent on the date of an in class task, he must assume he will sit the task (or an alternative task) on the day he returns to class. It is the student's responsibility to ensure this occurs immediately on his return, consulting his class teacher and/or Head of Department to make arrangements.

The Head of Department will make a decision about the consequences for the student and the task. These may include completion of the same task at another time OR an alternative task at another time OR an estimate based upon evidence of progress through the duration of the project.

Year 11 and 12 examinations and Illness/Misadventure Applications for exams must be returned to the Exam Supervisor and the Head of KSA and /or Director of Studies by the first school day after the last examination day. In extenuating circumstances, the Head of KSA and/or Director of Studies KSA may choose to accept applications at a later date subject to reporting deadlines and the finalisation of subject marks. Applications cannot be accepted after subject marks are finalised.

When there is evidence of exceptional circumstances, the class teacher and Head of Department will consult with the Head of Academy and/or Director of Studies and inform the student of the decision.

Every effort is to be made to complete the assessment. If an estimate is to be provided (and this only occurs in exceptional circumstances where the assessment cannot be completed), the rank of the student on that task or examination will be reviewed on the same or similar tasks (using actual rank or Z-score) and the mark adjusted for the task appealed only if the

.....*

student's rank is not close to or better than their rank on the same or similar tasks. Further details concerning this process can be obtained from the relevant Director of Studies.

e. Absence from school prior to assessment tasks

A student should not be absent from any period on the day or the day prior to submission of, or sitting of, an assessment task. If the task is on or due on a Monday, the student shall not be absent on the Friday immediately prior. If he is ill, he will be required to provide a written explanation from his parents and he may be asked to provide a medical certificate from a qualified doctor. If a student does not submit this documentation, he may incur a mark penalty of 30%.

f. Suspension from school:

If a student is under suspension from school, he must assume he will complete all assessment tasks as other students subject to the same conditions – the same tasks, in the same time period under the same rules. He may be given the opportunity to:

- return to school to complete the task
- complete a task under supervision at a separate venue and return it to the school via another person, fax or express post
- complete a task at a time and place designated by the Head of Department.

g. Leave from assessment tasks

If a student wishes to take leave from an assessment task, he must apply to the Head of Academy and/or Director of Studies providing clear evidence as to why leave should be granted. He must wait until permission is given before taking leave. He should not automatically assume leave has been granted.

If leave is granted from an assessment task on the date of a task, the Head of Department will make a decision about the consequences for the student and the task. These may include allowing him to complete the same task at another time OR complete an alternative task at another. If leave is not granted, a mark of zero will be awarded.

h. Change of assessment schedule:

Changes such as revision of a due date for a task, addition or deletion of a task from the stated assessment schedule will be communicated to students in written form in hard copy or by email. Each department will also issue policies relating to assessment tasks in individual departments. These policies carry the same weight as the school policy. If a student observes an inconsistency between school and departmental policies, please bring this to the immediate attention of the Head of Department or the relevant Head of Academy.

i. Use of electronic equipment – technology ‘failure’:

When a piece of work relies on computer technology, each student is required to back-up his work on his school's network drive, an external storage device or to the internet in cloud storage and in hard copy. When a technical problem occurs, he should submit one of the backups on the due date. When printers do not work, he should bring the work in electronically and arrange to have the work printed. If he does not bring in a backed-up version of his work when a technical problem occurs on the due date, standard late penalties will be applied.

.....*

Technology 'failure' is not an acceptable excuse for non-submission of an assessment task even if it involves the school's network drives. However, in the event of technology 'failure' the student must attempt to follow the procedures set out below:

- In the event of network drive failure, the student should ask the IT Helpdesk to supply email verification of the network drive failure to the class teacher and Head of Department
- In the event of laptop failure, the student should take his laptop to the IT Helpdesk to verify the date and time of the failure and to attempt to recover the assessment task. The student should ask the IT Helpdesk to provide an email verification of such failures to the class teacher and Head of Department
- The student should then meet with the Head of Department to discuss the next steps in the process.

j. Ethical behaviour:

Students must behave ethically in all aspects of assessment. Students are subject to normal school rules throughout the period of an assessment task. In the case of 'in-class' tasks, the *Knox Examination Code of Conduct* (found in the *Examination Policy*) applies. Those who do not comply with these rules or who are responsible for malpractice (see below) in an assessment task will have marks deducted or may receive a zero mark.

ADJUSTMENTS TO ASSESSMENT K-12

Under the Disability Standards for Education (2005) schools have legal obligations to ensure that every student is able to participate in the curriculum on the same basis as their peers. This can be achieved by making reasonable adjustments according to a student's individual circumstances.

The Learning Enhancement Team assists classroom teachers to meet the educational needs of their students and to identify appropriate adjustments that may be needed.

Parents and carers have a vital role to play in the work of the school learning and support team by taking part in discussions and planning. Adjustments to teaching and learning made in consultation with a student's parents or carers are based on the assessed or identified education needs of the student.

Consultations may also involve members of the leadership team in the relevant campus and stage, class and support teachers, professional therapists, and community service providers as well as family members and carers.

We also consult with the Association for Independent Schools (AIS) personnel who have significant knowledge and understanding of how students learn and who can help to identify how adjustments can be made.

Adjustments must be regularly reviewed through this consultation process and should be changed or withdrawn if necessary.

Adjustments to teaching and learning may include:

- Curriculum adjustments: For some students the teacher may modify the curriculum outcomes to meet the student's individual learning needs.
- Instructional adjustments: Teachers may make changes to how the lessons are delivered to some students, such as providing alternative representations of teaching and learning materials.

- Environmental adjustments: Modifications made to the school environment which help students learn on the same basis as their peers.

a. Student assessment

Schools are responsible for any decisions made at school level to offer adjustments to course work, assessment tasks and in-school's tests. If adjustments are made for teaching and learning, then similar adjustments should be made for assessment tasks. This allows students to demonstrate what they know and what they can do in relation to curriculum outcomes. Adjustments to assessment tasks may include:

- Assessment processes, e.g. scaffolds, additional, time, use of a reader and or writer, rest breaks
- Assessment tasks, e.g. rephrasing questions, using simplified language
- The content being assessed, e.g. fewer or alternative syllabus outcomes
- The format of a task, e.g. written point form instead of reports or essays, oral or PowerPoint presentation instead of essay.

b. Stage 6 disability provisions and adjustments for assessment:

Disability provisions are practical arrangements that enable students with permanent or temporary disability to access the HSC examinations on the same basis as other students.

Many of the HSC disability provisions are approved by schools without having to go through an application process as long as NESAA is notified. These may include the use of cushions, special furniture, special food or drink and natural lighting.

Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Year 11 and Year 12. To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NSW Education Standards Authority (NESAA). Providing adjustment does not restrict a student's access to the full range of grades or marks.

Full information concerning disability provisions can be found on the NESAA ACE (Assessment, Certification and Examination) website at http://www.boardofstudies.nsw.edu.au/disability-provisions/pdf_doc/schools-guide-disability-provisions.pdf provisions.

In stage 6, the adjustments according to NESAA may include:

- adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a reader and/or scribe or specific technology
- adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions
- alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Where a student has been granted disability provisions by NESAA for assessment tasks in the past for the HSC examinations they may be granted by the Head of KSA and/or Director Studies or similar disability provisions for in class assessment tasks that are essentially in-class examinations. Such granting of these disability provisions is subject to approval by the school in consultation with the teacher in charge of disability provisions and the student will be notified of their decision prior to the assessment task. The student will also be required to apply to NESAA for *Disability Provisions for the Higher School Certificate Examinations* and

once the NESA decision is known concerning their application the new provisions will be reviewed in terms of whether they will apply to assessment tasks or not.

Students who do not have disability provisions but feel they may now qualify for disability provisions will be required to make an application for these disability provisions to the school through the teacher in charge of disability provisions. The student will be notified of their decision prior to the assessment task. The student will also be required to apply to the NESA for *Disability Provisions for the Higher School Certificate Examinations* and once the NESA decision is known concerning their application, the new provisions will be reviewed in terms of whether they will apply to assessment tasks or not.

c. Identification and assessment

Identification of a child with a disability or a learning difficulty can occur at any age or stage of the child's development.

Access to specialist resources is facilitated through the student's school. For some students with disabilities, the type and nature of the disability need to be initially assessed and confirmed through the school councillors and/or learning enhancement or external bodies.

The Learning Enhancement Team assists classroom teachers to address the educational needs of students with a disability, learning difficulty or behaviour disorder. Parents or caregivers have a vital role to play in the work of the Learning Enhancement Team through discussing and planning for their child's needs.

An Independent Education Plan will be developed in consultation with the student, parents and the Learning Enhancement Team.

d. Life Skills

Students undertaking Life Skills courses at Knox will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments.

Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

ASSESSMENT MARKS

a. Awarding marks

In each course, a mark will be awarded to each student for his performance in each of the tasks in the assessment program. This mark will be based on the teacher's judgement of his performance of learning outcomes, measured against the marking scheme indicated by the teacher.

b. HSC assessment marks

The final HSC assessment mark submitted to NESA is defined as: *The mark determined for each candidate studying a Board-Developed or a Content-Endorsed Course, which represents a measure of the student's achievement relative to other students by the end of the course in Year 12.*

.....*

The following applies to all marks:

- No student's assessment marks will be scaled by the school.
- A student's assessment marks will be recorded by his teacher who will also keep a hard copy of his assessment marks. The student must also keep a copy of their assessment task once it has been returned.
- If a student wishes to dispute a mark, he must raise the matter with his teacher who will discuss with the Head of Department at the time the task is returned. Some faculties will require a written appeal outlining the reason for the dispute. If the dispute cannot be resolved immediately, the Head of Department will consult the Head of KSA and/or Director of Studies.
- If he wishes, a student may make a full appeal to the Formal Review Committee – see the *Appeals and Reviews* section of this policy.
- The mark he receives for each task in a course will be added together according to the weightings indicated in the assessment program. This will produce a final assessment mark for the course, which is submitted by the School to NESAs. This information is then used as part of the moderation process in producing the HSC assessment mark reported by NESAs. Under NESAs regulations, final assessment marks as submitted to NESAs cannot be provided to students.

The final HSC internal assessment mark awarded by the School in each of a student's subjects will be moderated by NESAs. In each of his courses, the assessment mark and the external examination mark are recorded separately on the HSC. These two marks are averaged to determine the final HSC mark in each course, which is then used in the calculation of the ATAR.

Students will be informed of their progressive assessment rank in each course at the end of each term and their final assessment rank will be reported in their Year 12 Yearly Report. In addition, Year 12 will receive their NESAs Student Assessment Rank Order Notice via the NESAs Students Online website during their HSC Examinations. Students must check their Yearly Report rankings with the NESAs Rank Order Notice and notify the school if there are any errors or they wish to appeal against their final assessment ranking.

c. Non Satisfactory Completion of Course 'N' Determinations

NESAs has delegated to the Headmaster the authority to determine if students have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESAs.

The Headmaster; therefore, will determine if there is sufficient evidence that each student has applied himself with diligence and sustained effort to the set tasks and experiences provided in the course by the School.

While NESAs does not stipulate attendance requirements, the Headmaster may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by the Headmaster who must give students early warning of the consequences of such absences. Warning letters must relate to the student's absence to the non-completion of course requirements.

d. Substitute tasks and estimates

When problems relating to an assessment task occur (e.g. absenteeism), teachers will determine the right course to follow. When an assessment task is missed, the teacher and Head of Department or team leader may decide to use the original task mark OR an alternative task mark OR an estimated mark for that task.

Other information may be used to determine the final mark awarded for a missed or affected task. In some cases, a zero mark may be the outcome.

In the case of a substitute task or estimate, a student will not usually be awarded a rank on that task higher than past performance. Evidence of performance will be drawn primarily from performances on similar or like assessment tasks, although if this rank is aberrant or other tasks are subject to illness/misadventure claim, then actual performance on all assessment tasks completed throughout the year can be used as a moderator.

In Year 12, schools are instructed by NESAs to assess actual performance, not potential performance, so the final assessment mark in a course cannot be modified to take into account illness or domestic situations or possible improvement demonstrated on tasks other than formal assessment tasks, etc.

The Headmaster is the final authority for the decisions made with respect to these issues.

e. Invalid or unreliable assessment tasks (including loss of some, or all tasks):

In the event an assessment task is found to be invalid or unreliable or some or all of the tasks are lost the following are some of the things that may occur; the task may be removed from the assessment schedule and the other tasks re-weighted or another similar task in the assessment schedule may be counted twice in the final schedule in place of the invalid or unreliable task or another task may be substituted for the task. In all cases, the student's parents and staff will be informed of the outcome of the process in relation to the invalid or unreliable task.

f. Reporting on assessment

Students will be informed of their performance on each assessment task, including their mark. Each student's final ranking in the senior school will be reported on the Yearly Report.

g. Satisfactory completion of a Preliminary or HSC course

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

- followed the course developed or endorsed by NESAs
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes.

Not following the course or applying themselves with diligence or achieving some or all of the outcomes can be defined as (but not limited to):

- Instances where any formal assessment task (i.e. tasks that contribute to the final course assessment mark) including exams is late or not handed in and zero marks awarded or is incomplete or not completed to a satisfactory level that would indicate they have not applied themselves with diligence and sustained effort to the set tasks and experiences in the course.
- Instances where it is deemed the student has not made a satisfactory attempt at an examination in a course or has not demonstrated they have achieved some of the course outcomes can result in the student being required to re-sit the examination to demonstrate they have met some or all of the course outcomes. If after two re-sits of the examination the student cannot demonstrate they have met some or all of the course outcomes they may receive an 'N' Determination in this course.

- Instances where THREE or more formal assignments or THREE or more substantial homework tasks (i.e. tasks designated as formal tasks with notification issued, OR large pieces of homework set over some weeks or as holiday homework), including exams is submitted late or not handed in and zero marks awarded or is incomplete or not completed to a satisfactory level that would indicate they have not applied themselves with diligence and sustained effort to the set tasks and experiences in the course. (NOTE: in this instance a formal assignment that is an exam can equal THREE formal assignments).
- SIX or more pieces of regular homework (or equivalent in some courses, e.g. nine instances of homework) not completed or not completed on time or not completed satisfactorily that would indicate they have not applied themselves with diligence and sustained effort to the set tasks and experiences in the course. Faculty notices of non-completion of homework will normally be issued after THREE non-completions.
- SIX or more documented instances of non-completed work in class (or equivalent in some courses, e.g. nine instances of maths work in class) that would mean they have not met some or all of the outcomes and/or that would indicate they have not applied themselves with diligence and sustained effort to the set tasks and experiences in the course. Faculty notices of non-completion of class work will normally be issued after THREE non-completions.

Notification of the above can occur at any time. Notification must include the reason and what needs to be done to improve the situation but a warning is usually not required prior to the issue of an 'N' Award Warning.

In addition to any other set tasks and experiences in any HSC course, students must satisfactorily complete HSC assessment tasks that contribute in excess of 50% of available marks.

h. Stage 6 'N' determination warnings

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 Headmaster 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 and should provide advice about the possible consequences of an 'N' determination in a course.

The Headmaster (or delegated representative) must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected
- advise the parent or guardian in writing
- request from the student/parent a written acknowledgement of the warning
- issue at least one follow-up warning letter if the problem has not been corrected
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Headmaster will then issue an 'N' determination and will advise NESA via *Schoolsonline* in relation to the mandatory HSC courses.

i. Re-sits or re-submission of unsatisfactory work

Where a student has been deemed to have not satisfactorily completed class work, homework, assessment tasks or examinations as per the guidelines above, he may be required to re-submit or re-sit the task or exam.

j. Stage 6 advising of an 'N' determination and student appeal against an 'N' determination:

The Headmaster (or delegated representative) will call a meeting with the student and his parent/s or guardian. The Headmaster (or delegated representative) will present the student with the *Principal's Determination Form* and explain the reasons for the 'N' determination/s made on the form and the consequences of the determination/s.

The Headmaster (or delegated representative) will then give the student a photocopy of the *Principal's Determination Form* and a blank *Student Appeal Form* and will indicate the deadline for the student to submit a completed *Student Appeal Form* to the school for a school review of the 'N' determination. The student, parent/guardian and Headmaster will then sign the *Principal's Determination Form*.

Following the submission of a *Student Appeal Form* the school will conduct a school review of the 'N' determination. The Headmaster will appoint a review committee to conduct the appeal and the committee will complete the *School Review Principal's Report Form*.

The Headmaster (or delegated representative) will call a meeting with the student and his parent/s or guardian. The Headmaster (or delegated representative) will then give the student a photocopy of the *School Review Principal's Report Form* and will explain the reasons for the decision of the review committee.

If the student's appeal is upheld, then the school will notify NESAs requesting the removal of the 'N' determination.

If the student's appeal is declined, then the Headmaster (or delegated representative) will explain the process for appealing to NESAs for a review of their appeal using the *Declaration 2 – Board of Studies Review of Appeal Requested section of the School Review Principal's Report Form* and indicate the deadline for the student to submit this to NESAs. NESAs will conduct the review of the student appeal and make a final decision and advise the student and the school of their decision.

If the student does not submit an appeal to NESAs then the 'N' determination will stand. Until a student presenting for a HSC has satisfactorily completed courses totalling at least 12 units of Preliminary courses and 10 units of HSC courses that satisfy NESAs pattern of study requirements, the student will not be eligible to receive the award of an HSC.

APPEALS AND REVIEWS

a. Grounds for appeal

Appeals may be in respect of one of:

- Illness or accident (i.e. illness or physical injuries) suffered directly by the student which allegedly affected the student's performance in the examination or assessment task and include influenza, an asthma attack, cut hand, etc.
- Misadventure (i.e. any other event beyond the student's control) which allegedly affected the student's performance in the examination or assessment task and include

death of a family member, disruption at the examination centre or a faulty examination paper, etc.

In 7-12, a student cannot submit an appeal on the basis of:

- matters relating to long-term loss of preparation time or alleged inadequacies of teaching
- loss of study time or facilities (however there may be some cases involving interruption to the completion of the work or loss of materials prepared by the student for submission which the Board (School) may consider e.g. major works stolen or destroyed by vandals)
- technology 'failure' (see under Implementation of Internal Assessment)
- matters that could have been avoided by the student (e.g. mis-reading of timetable, failure to enter for examination), such instances should be brought to the attention of the Head of Department or Director of Studies.
- the same grounds for which you have received disability provisions, unless you experience a flare up or additional difficulties during the examination session
- long-term illness (such as glandular fever, asthma, epilepsy, etc.) or long term misadventure (i.e. illness or misadventure in the family over a period of time) – unless there is evidence of 'flare-up' during the examination (assessment task). Chronic illness is not in itself an acceptable basis for an appeal. NB In the case of the HSC, these cases the student can apply to the Universities Admission Centre for special consideration in their ATAR through the Educational Access Scheme (EAS). See www.uac.edu.au/eas for details.
- conditions for which you have been granted disability provisions, unless you experience further difficulties.
- courses that are undertaken as a self-tuition student
- attendance at a sporting or cultural event.

b. 7-12 review procedures

Knox's Formal Review Committee comprises the Deputy Headmaster Student & Teaching Excellence -12, the relevant Head of Academy and/or director Studies and the relevant Team Leader (as the student's advocate). The Review Committee will consider:

- appeals against decisions arising from the implementation of this *Assessment Policy*
- appeals by students against the review of individual assessment marks that were re-marked.
- reviews of a student's course assessment ranking. Where possible, all reviews should be resolved within the school. Provision has been made, however, for year 12 students to make subsequent appeals to NESAs in relation to appeals against assessments.
- appeals against Illness/Misadventure determinations.

There is no provision for appeal against marks awarded for individual assessment tasks. The School's Review Committee and NESAs will consider only whether:

- the review of the assessment process was adequate or
- the conduct of the review was proper.

c. 7-12 individual assessment mark appeals procedure

If a student wishes to dispute an assessment mark or a decision made by a teacher in relation to an assessment mark, he may appeal to the teacher, marker or Head of Department. Some faculties will require a written appeal outlining the reasons for the dispute of marks. The whole task or section of the task will usually be remarked and the student informed of the result.

Disputes must be settled promptly. As time is given in class for students to receive feedback on assessment tasks, the student should request an appeal on the day they receive their marked task. If this is not possible, then the appeal must be submitted within 48 hours of receiving the task.

There is also the possibility of appealing to the Formal Review Committee. However, a student cannot appeal against a teacher's judgement of his performance on a particular task for the mark awarded, only over the process followed in the marking and remarking.

d. HSC rank order review procedure

During the HSC examinations in November, each student will be given his ranking within the school on each course he has studied. This should be identical to the assessment rank for each subject on the student's Yearly Report. If the ranks are not the same then the student should bring both documents to the Head of the senior academy or the stage 6 Director of Studies for correction. This should be done within two days of receiving the assessment ranking notification from NESAs.

He can request a review of an assessment ranking if he considers the school's order of merit for a particular course is not consistent with his expectations on the basis of his performance of assessment tasks, making allowance for component weighting and scaling, or if he feels the school has not correctly followed the component weighting guidelines.

He must request such a review before the closing date stated in the *HSC Handbook* issued by NESAs. In the event of a review being requested, the Review Committee, together with the Head of Department and teacher concerned, will check the component weighting allocations and all calculations to ensure that no error has been made.

Please note NESAs has specifically stated a teacher's judgement of the worth of individual assessment tasks, as reflected in the mark or grade awarded, will not be subject to review. Schools are not required to retain test papers, student assignments, projects or practical exercises as evidence for assessments.

APPLICATION POINT AVERAGE (APA) AND SATISFACTORY PROGRESS

The Application Point Average (APA) on the front of the school report is an overall measure of the student's academic endeavour, and is used to track their application and effort made in class and at home.

The student's application/effort scores for class work and homework are recorded in each course on a 5 point numerical scale where 1=Excellent, 2=Good, 3=Satisfactory, 4=Cause for Concern and 5=Intervention required.

All of these 1–5 application/effort scores from each subject are averaged to produce a single number, the Application Point Average (APA).

The student's APA is then analysed. A student with an APA of 1.5 or less may be eligible for blue academic colours in year 12.

Follow up will occur with any student whose APA indicates that their application to study and/or effort in one or more courses is poor. This may take the form of informal or formal monitoring

.....*

or even weekly or daily reporting or in extreme cases, discussions concerning the student's future at Knox.

The Knox APA measures 'Application to Study'. There is a close co-relation between application and academic outcomes. The APA is used to:

- advise boys and their parents of a boy's positive approach to study and reinforce this
- advise boys and their parents of a boy's lack of application and commitment and assist in developing intervention programs
- determine the awarding of all academic colours. Student's eligible for blue, white or silver academic colours must have an APA of 1.50 or less
- determine places in the elite sporting teams at all age levels or co-curricular programs (including optional excursions) or student exchange or GAP programs
- determine leadership positions for boys at all levels in the senior school including cadets and SRC
- possibly lead to further discussions concerning a boy's continuation of enrolment at Knox.

PLAGIARISM AND MALPRACTICE POLICY

a. What constitutes malpractice (ACE 9023)

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their results.

Malpractice is any activity that allows students 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 their 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 their own
- submitting work to which another person, such as a parent, coach or subject expert, has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- 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.

b. Stage 6 standard – honesty in assessment (ACE 9022)

This standard sets out the requirements of NESAs for students submitting their own work in HSC assessments.

Students, as well as their teachers and others, who may guide them, are required to comply with this standard. Throughout the assessment process, the highest level of honesty is required.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged. 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.

In stage 6, NESAs treat allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their Higher School Certificate. 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, NESAs will report matters to the Independent Commission Against Corruption.

c. 7-12 process for dealing with plagiarism or malpractice

Class teacher identifies malpractice or possible plagiarism in a student's assignment or assessment task then attempts to identify the source of plagiarism and marks plagiarised sections in the task.

The teacher, after consulting the Head of Department, briefly discusses the possible plagiarism or malpractice with the student. If the student admits to plagiarism or malpractice then the Head of Department proceeds with *Consequences of Plagiarism or Malpractice*, (see below for details). The class teacher or Head of Department will notify the Director of Studies and the student's parents of plagiarism or malpractice at this point.

Head of Department and class teacher interview: If the student denies plagiarism or malpractice, then discussion of possible plagiarism or malpractice with the student occurs in an interview situation. The student is advised of their right to a formal review of the matter with parent and student nominated staff member present in supporting role. If the student has admitted the plagiarism or malpractice and declines a formal review then the school proceeds to consequences of plagiarism. If the student requests a formal review then the interview is not to continue and the formal review is implemented.

d. 7-12 formal review of plagiarism and procedural fairness

.....*

The student accused of plagiarism is entitled to a fair hearing as part of procedural fairness which is described as the 'hearing rule' and the 'right to an unbiased decision'.

The student who denies their guilt is entitled to a formal review of their charge of plagiarism or malpractice. The Head of Department and Director of Studies or another senior executive conduct the review. The student is entitled to have a parent at the review and/or another supportive staff member (usually the Team Leader, Assistant Team Leader or Mentor). The review will be held in a "neutral" venue in the school such as the conference room or interview room.

- The review should follow the pattern below:
- the reasons for suspecting plagiarism or malpractice outlined and where appropriate evidence supplied
- the student and/or parent are allowed to reply to the allegations
- questions should be asked, where required, clarifying any issues on both sides
- the student is told they will be advised of the formal review decision in writing.

e. 7-12 consequences of plagiarism or malpractice

The Head of KSA and/or Director of Studies and the relevant Head of Department and/or teacher will meet with the student to discuss the consequences of plagiarism or malpractice.

The penalty for plagiarism or malpractice will usually be a reduction in overall marks or marks for the section where plagiarism or malpractice occurred. This may include a reduction of marks to zero.

Any student who assists a student to cheat either knowingly or unknowingly may also incur a penalty on their task as a consequence of their actions.

Letters will be written to the parents and/or the student with a brief statement concerning the circumstances and penalty for plagiarism or malpractice. The student will also usually receive an 'N' Award Warning Letter for not satisfactorily completing the task.

The student may be required to resubmit or re-sit the task.

KNOX GRAMMAR SCHOOL 7-12 EXAMINATION CODE OF CONDUCT

It is important that you are aware of the following requirements for exams, otherwise you may jeopardise your performance. You must follow the supervisors' instructions at all times. The Presiding Officer and examination supervisors are in charge of students:

- when assembling before an examination
- during the examination
- after the examination until students have left.

Examination rules and procedures (applicable for all assessments)

Answers are to be written in **BLACK** pen. **NO** other colours are allowed. Make sure you bring spare pens with you.

You must bring **ALL** your equipment for each exam. This includes ruler, pens, pencils, erasers, calculators and other subject specific equipment. **THERE IS TO BE NO BORROWING IN THE EXAMS. IF YOU FORGET YOUR EQUIPMENT, YOU GO WITHOUT.**

Pencil cases are to be placed on the floor during the exams. They must not contain any notes, charts, tables or paper and must be the clear plastic variety or a plastic sleeve may be used.

Calculators are **NOT** to contain any tables or charts and must be of the type approved by NESAs.

MOBILE PHONES OR LISTENING DEVICES (headphones, earbuds etc) ARE NOT PERMITTED IN THE EXAMINATION ROOM UNDER ANY CIRCUMSTANCES

Watches and other timing devices are NOT permitted in the examination room. Watches that are programmable or can connect to the internet are not permitted in the examination room under any circumstances.

Beeps on watches are to be turned off.

Water, contained in a CLEAR PLASTIC bottle is permitted in the examination room.

No food, sweets or gum are allowed in the examination room.

School uniform is to be worn for all exams.

You are not allowed to leave the exam early. If you finish your paper early, you are to sit quietly and not disturb other students.

Should you need to go to the toilet, you will be accompanied. You will be asked to show that you have nothing in your pockets before going to the toilet. Blazers are not to be worn in the toilet.

Elastic wristbands are not to be worn and taken into the examination room.

Water, contained in a **CLEAR PLASTIC** bottle is permitted in the examination room.

No food, sweets or gum are allowed in the examination room.

School uniform is to be worn for all exams. Hats and caps are not to be worn. You will be asked to turn out your pockets as you enter the examination room.

You are not allowed to leave the exam early. If you finish your paper early you are to sit quietly and not disturb other students.

.....*

Should you need to go to the toilet, you will be accompanied. You will be asked to show that you have nothing in your pockets before going to the toilet. Blazers are not to be worn in the toilet. A register of all students requiring bathroom breaks will be kept in line with HSC exam procedures.

Supervisors cannot interpret questions or provide meaning for you.

Students must sit at their prescribed NESAs for each exam. Seating plans will be posted outside the exam centre for each exam.

Supervisors have the authority to exclude anyone from the exam centre for rude or inappropriate behaviour.

You must be ready to enter the examination centre 20 minutes prior to the exam.

Read your timetable carefully. If you arrive late to an exam, you will not receive additional time allowance.

Once you enter the examination room, you are to sit quietly and not talk until you leave the examination centre.

If you are unable to attend an exam due to illness or misadventure, your parents must contact the Student Administration Officer BEFORE 8:00am on the day of the examination. You are expected to complete and Illness/Misadventure form and provide a medical certificate within 48 hours of the exam. If the reason for the absence is due to an illness, it is essential that the doctor completes page 2 of the Illness/Misadventure form with a detailed reason and signs it.

If you miss an exam through illness / misadventure or other reasons, you are to arrange, as soon as you are well enough, to see Mrs Cherry & Mr Nunan, to make arrangements for an alternative time to do the exam. A make-up exam will be negotiated between the student and Mrs Cherry & Mr Nunan. If the student is sick for the make-up exam another Illness/Misadventure application will be required. [In the case of the HSC examination, you will not sit an alternate exam. A NESAs Illness/Misadventure form must be completed under the guidance of the Presiding Officer/Mrs Cherry on the day of the examination].

All valuables should be left at home. Bags, mobile telephones and other equipment must be left in lockers, not inside or outside the examination venues. Any notes left outside the Great Hall by students must be collected after the exam. All notes left behind by students at the conclusion of the exam period each day will be disposed of.

Failure to comply with these rules and procedures may result in your removal from the examination room and be subject to penalty as a result of academic misconduct, as per the Knox Assessment Policy. Knox must report any breaches through the NESAs Academic Misconduct Register.

DEFINITIONS

APA:	Application Point Average
HSC:	Higher School Certificate
NESA:	NSW Education Standards Authority

RELATED LEGISLATION AND RESOURCES

Key related documents utilised in this policy include:

- ACE 9023 <https://ace.nesa.nsw.edu.au/ace-9022> Honesty in HSC Assessment – The Standard
- Gagné, F. (2003). Transforming gifts into talents: e DMGT as a developmental theory. In N. Colangelo & G.A. Davis (Eds.), Handbook of gifted education (3rd ed., pp. 60–74). Boston: Allyn & Bacon.

YEAR 11 2020 ASSESSMENT OUTLINE – AGRICULTURE

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	20%	Knowledge and understanding of course content 10% Knowledge, understanding and skills required to manage agricultural production systems 5% Skills in effective research, experimentation and communication 5%	P1.1, P1.2 P2.1, P2.3	Overview Test Closed book written test Content: Work covered in ‘Overview Unit’ and ‘Soil component of Plants Unit’, as described in class, and included in this booklet. In-class task.	Term 2 Week 2 Wednesday 6 May
Task 2	40%	Knowledge and understanding of course content 10% Knowledge, understanding and skills required to manage agricultural production systems 20% Skills in effective research, experimentation and communication 10%	P2.3 P3.1 P5.1	Plant Growth Trial Report Hand in report. Content: A comprehensive and detailed account of the plant trial conducted in class time over Semester One.	Term 2 Week 9 Monday 22 June
Task 3	40%	Knowledge and understanding of course content 20% Knowledge, understanding and skills required to manage agricultural production systems 15% Skills in effective research, experimentation and communication 5%	P1.1, P1.2 P2.1, P2.2, P2.3 P3.1 P4.1 P5.1	Final Yearly Examination Content: All course work, practical and theory, covered since the start of Term 1, Year 11.	Term 3 Weeks 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – DRAMA

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	35%	Improvisation, Play Building and Acting	P1.1, P1.2, P1.3 P1.4 P1.6 P2.1,2.3 P2.4 P3.1, P3.3	Group Performance of War Poetry Making 20% Performing 10% Hand in essay Critically Studying 5%	Term 1 Week 9 or 10 25 March to 2 April
Task 2	40%	Theatrical Traditions and Performance Styles Elements of Production in Performance	P1.1, P1.3, P1.4, P1.5, P1.6 P 2.1, P2.3 P2.2, P2.4	Performance of Dramatic Duologue Performance 20% Submission of Design Portfolio Making 20%	Term 2 Week 9 Mon, Tue or Wed 24, 25 or 26 June
Task 3	25%	Improvisation, Play building and Acting Theatrical Traditions and Performance Styles	P3.1, P3.2, P3.3	Yearly Examination consisting of two essays Critically Studying 25%	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%	Making 40%	Performing 30%	Critically Studying 30%	

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – ENGLISH ADVANCED

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	40%	<p>Knowledge and understanding of course content – 20%</p> <p>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes - 20%</p>	<p>EA11-1</p> <p>EA11-2</p> <p>EA11-3</p> <p>EA11-4</p> <p>EA11-5</p> <p>EA11-6</p> <p>EA11-7</p> <p>EA11-8</p> <p>EA11-9</p>	<p>Common Module - Reading to Write</p> <p>This unit of work ‘Reading to Write – Transition to Senior English’ focuses on how the act of reading and critically engaging with a range of texts in different modes can enable students to enrich and improve their writing.</p> <p>Students will compose a creative piece and write a reflection on the process undertaken and the choices made in writing their creative piece based on the literature that inspired them and shaped their writing.</p> <p>Full details of the task will be outlined in the Assessment Notification which will be issued by Week 5 Term 1</p>	<p>Term 2</p> <p>Week 1</p>
Task 2	40%	<p>Knowledge and understanding of course content – 20%</p> <p>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes – 20%</p>	<p>EA11-1</p> <p>EA11-2</p> <p>EA11-3</p> <p>EA11-4</p> <p>EA11-7</p> <p>EA11-8</p>	<p>Narratives That Shape our World</p> <p>Students will create a multimodal presentation demonstrating their knowledge of the <i>bildungsroman</i> genre based on the texts they have studied. There will also be a reflection component to the task.</p> <p>Full details of the task will be outlined in the Assessment Notification which will be issued by Week 6 Term 2</p>	<p>Term 2</p> <p>Week 8 (Thursday)</p>
Task 3	20%	<p>Knowledge and understanding of course content – 10%</p> <p>Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes – 10%</p>	<p>EA11-3</p> <p>EA11-5</p> <p>EA11-7</p> <p>EA11-8</p>	<p>Critical Study of Literature <i>Othello</i></p> <p>Students will write an essay response based on their critical study of the Shakespeare text <i>Othello</i></p>	<p>Term 3</p> <p>Week 7</p>
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – EALD

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	Knowledge and understanding of course content – 15% Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes – 15%	EAL11-1B EAL11-3 EAL11-4 EAL11-7	Module A: Language, texts and context - Imaginative Response Students will create an imaginative response with a distinct point of view based on a text they have studied.	Term 1 Week 10 Monday 30 March
Task 2	40%	Knowledge and understanding of course content – 20% Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes – 20%	EAL11-1A EAL11-2 EAL11-3 EAL11-5	Module B: Close study of Text - Multimedia Students will create a vlog (video log) and transcript demonstrating their knowledge of the dystopian genre based on the text they have studied.	Term 2 Week 8 Thursday 18 June
Task 3	30%	Knowledge and understanding of course content – 15% Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes – 15%	EAL-3 EAL-4 EAL-5	Module C: Texts and society - Extended Response Students will write an extended response based on their study of community, vocational and academic texts.	Term 3 Week 7 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – ENGLISH EXTENSION 1

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	<p>Knowledge and understanding of complex texts and of how and why they are valued – 15%</p> <p>Skills in complex analysis, sustained composition and independent investigation – 15%</p>	<p>EE11-1</p> <p>EE11-2</p> <p>EE11-3</p> <p>EE11-4</p> <p>EE11-5</p>	In-class essay based on text <i>The Prince</i> plus at-home academic research.	<p>Term 1</p> <p>Week 7</p> <p>Wednesday</p> <p>11 March</p>
Task 2	30%	<p>Knowledge and understanding of complex texts and of how and why they are valued – 15%</p> <p>Skills in complex analysis, sustained composition and independent investigation – 15%</p>	<p>11EE-4</p> <p>11EE-5</p> <p>11EE-6</p>	<p>Independent research project & multi-modal presentation</p> <p>This project provides opportunities for students to develop skills in independent investigation and critical and creative thinking.</p> <p>Students apply their knowledge about one of the two texts studied in this module to their own selected text from recent culture. They develop an understanding of research methodologies suitable to support their final multimodal presentation.</p> <p>Students consider how and whether the values embedded in one text parallel, challenge or offer alternatives to the other.</p>	See Term 3
Task 3	40%	<p>Knowledge and understanding of complex texts and of how and why they are valued – 20%</p> <p>Skills in complex analysis, sustained composition and independent investigation – 20%</p>	<p>EE11-1</p> <p>EE11-2</p>	<p>Final Yearly Examination</p> <p>Students will respond to an unseen essay question based on two of the set texts, plus one self-chosen text.</p>	<p>Multimodal</p> <p>Term 3 Wk 5</p> <p>Friday</p> <p>Exam</p> <p>Term 3 Wk 7/8</p>
TOTAL	100%				

YEAR 11 2020 ASSESSMENT OUTLINE – BUSINESS STUDIES

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	25%	Knowledge and understanding – 10% Stimulus-based skills – 10% Inquiry and research – Nil Communication of business information, ideas and issues – 5%	P1, P2, P5, P6, P8, P9	Topic Test (Short Response) Nature of Business Business Management	Term 1 Week 9 Monday 23 March
Task 2	35%	Knowledge and understanding – 10% Stimulus-based skills – Nil Inquiry and research – 15% Communication of business information, ideas and issues – 10%	P4, P5, P7, P8, P9	Inquiry-based Research & In-class Extended Response Business Management	Term 2 Week 7 Tuesday 9 June
Task 3	40%	Knowledge and understanding – 20% Stimulus-based skills – 10% Inquiry and research – 5% Communication of business information, ideas and issues – 5%	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	Yearly Examination Nature of Business Business Management Business Planning	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – ECONOMICS

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	Knowledge and understanding – 15% Stimulus-based skills – 10% Inquiry and research – Nil Communication of economic information, ideas and issues – 5%	P1, P2, P3, P5, P7, P8, P9, P10, P11	Topic Test Introduction to Economics Consumers and Business Markets	Term 1 Week 10 Monday 30 March
Task 2	30%	Knowledge and understanding – 5% Stimulus-based skills – 5% Inquiry and research – 15% Communication of economic information, ideas and issues – 5%	P1, P2, P3, P5, P6, P7, P8, P9, P10, P11	Research & In-class Essay Financial Markets Government and the Economy	Term 2 Week 8 Monday 15 June
Task 3	40%	Knowledge and understanding – 20% Stimulus-based skills – 5% Inquiry and research – 5% Communication of economic information, ideas and issues – 10%	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12	Yearly Examination Introduction to Economics Consumers and Business Markets Financial Markets Government and the Economy Labour Markets	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – LEGAL STUDIES

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	Knowledge and understanding – 10% Analysis and evaluation – 5% Inquiry and research – 5% Communication of legal information, issues and ideas – 10%	P1, P2, P3, P4, P7, P8, P9	Inquiry & Short Response The Legal System	Term 1 Week 9 Thursday 26 March
Task 2	30%	Knowledge and understanding – 5% Analysis and evaluation – 10% Inquiry and research – 10% Communication of legal information, issues and ideas – 5%	P1, P2, P4, P5, P6, P7, P8, P9	Research & In-class Extended Response The Individual and the Law	Term 2 Week 8 Wednesday 17 June
Task 3	40%	Knowledge and understanding – 25% Analysis and evaluation – 5% Inquiry and research – 5% Communication of legal information, issues and ideas – 5%	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	Yearly Examination The Legal System The Individual and the Law Law in Practice	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – GEOGRAPHY

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	25%	<p>Knowledge and understanding of course content- 15%</p> <p>Geographical tools and skills- 5%</p> <p>Communication of geographical information, ideas and issues in appropriate forms- 5%</p>	P1, P2, P3, P7, P8, P10, P12	<p>Multiple-choice and short-response test</p> <p>Biophysical Interactions and Geography Skills in-class</p>	<p>Term 1</p> <p>Week 9</p> <p>Tuesday</p> <p>24 March</p>
Task 2	40%	<p>Geographical tools and skills- 10%</p> <p>Geographical inquiry and research, including fieldwork 20%</p> <p>Communication of geographical information, ideas and issues in appropriate forms- 10%</p>	P7, P8, P9, P10, P11, P12	<p>Senior Geography Project</p> <p>Student-based extended research project. Hand-in and in-class performance (presentation)</p>	<p>Term 3</p> <p>Week 2</p> <p>Hand In</p> <p>Monday</p> <p>27 July</p> <p>Presentations all week</p>
Task 3	35%	<p>Knowledge and understanding of course content- 25%</p> <p>Geographical tools and skills- 5%</p> <p>Communication of geographical information, ideas and issues in appropriate forms- 5%</p>	P4, P5, P6, P7, P8, P9, P10, P11	<p>Yearly Examination</p> <p>Based on Geography skills, short-response questions and extended-response questions. Include the content and concepts from Biophysical Interactions, Global Challenges and the Senior Geography Project.</p>	<p>Term 3</p> <p>Week 7 or 8</p> <p>2 to 16</p> <p>September</p>
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – ANCIENT HISTORY

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	Knowledge and understanding of course content -10% Historical skills in the analysis and evaluation of sources and interpretations –10% Historical inquiry and research -5% Communication of historical understanding in appropriate forms. -5%	AH11.1, AH11.2 AH11.3, AH11.4 AH11.5, AH11.6 AH11.7, AH11.9	Source based questions Based on the study of Tutankhamun’s tomb In class task	Term 1 Week 6 Friday 6 March
Task 2	30%	Knowledge and understanding of course content -10% Historical skills in the analysis and evaluation of sources and interpretations – 5% Historical inquiry and research-10% Communication of historical understanding in appropriate forms. -5%	AH11.1, AH11.2 AH11.3, AH11.4 AH11.5, AH11.6 AH11.7, AH11.8 AH11.9, AH11.10	Personal Interest Project Research and source analysis Historical investigation – Hand in task	Term 2 Week 2 Friday 8 May 4pm
Task 3	40%	Knowledge and understanding of course content -20% Historical skills in the analysis and evaluation of sources and interpretations – 5% Historical inquiry and research - 5% Communication of historical understanding in appropriate forms. -10%	AH11.1, AH11.2 AH11.3, AH11.4 AH11.5, AH11.6 AH11.7, AH11.9	Yearly Examination	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – MODERN HISTORY

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	Knowledge and understanding of course content -10% Historical skills in the analysis and evaluation of sources and interpretations – 5% Historical inquiry and research -10% Communication of historical understanding in appropriate forms. -5%	MH11.1, MH11.2 MH11.3, MH11.4 MH11.5, MH11.6 MH11.7, MH11.8 MH11.9, MH11.10	Research and source analysis Historical investigation – Personal Interest Project Hand in task	Term 1 Week 6 Tuesday 3 March 4pm
Task 2	30%	Knowledge and understanding of course content -10% Historical skills in the analysis and evaluation of sources and interpretations –10% Historical inquiry and research - 5% Communication of historical understanding in appropriate forms. -5%	MH11.1, MH11.2 MH11.3, MH11.4 MH11.5, MH11.6 MH11.7, MH11.9	Source based questions on USA 1850-1914 In class task	Term 2 Week 5 Tuesday 26 May
Task 3	40%	Knowledge and understanding of course content -20% Historical skills in the analysis and evaluation of sources and interpretations – 5% Historical inquiry and research - 5% Communication of historical understanding in appropriate forms. -10%	MH11.1, MH11.2 MH11.3, MH11.4 MH11.5, MH11.6 MH11.7, MH11.9	Yearly Examination	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – CHINESE CONTINUERS

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	25%	Listening 15% Speaking 10%	3.1, 3.2, 3.3, 3.4, 3.5, 3.6 1.1, 1.2, 1.3, 1.4	Part A- Students to listen to texts and write responses (in-class). Part B- Students will be required to speak in the target language (in-class).	Term 1 Week 9
Task 2	35%	Reading 20% Writing 15%	2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Part A- Students to read texts in the target language and respond to the text (in-class). Part B- Students to write text/s in the target language (in-class).	Term 2 Week 6
Task 3	40%	Listening 15% Speaking 10% Reading 10% Writing 5%	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	Yearly Examination Speaking Listening Comprehension Reading Comprehension Writing	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – FRENCH CONTINUERS

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	25%	Listening 15% Speaking 10%	3.1, 3.2, 3.3, 3.4, 3.5, 3.6 1.1, 1.2, 1.3, 1.4	Part A- Students to listen to texts and write responses (in-class). Part B- Students will be required to speak in the target language (in-class).	Term 1 Week 9
Task 2	35%	Reading 20% Writing 15%	2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Part A- Students to read texts in the target language and respond to the text (in-class) Part B- Students to write text/s in the target language (in-class).	Term 2 Week 6
Task 3	40%	Listening 15% Speaking 10% Reading 10% Writing 5%	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	Yearly Examination Speaking Listening Comprehension Reading Comprehension Writing	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – GERMAN CONTINUERS

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	25%	Listening 15% Speaking 10%	3.1, 3.2, 3.3, 3.4, 3.5, 3.6 1.1, 1.2, 1.3, 1.4	Part A- Students to listen to texts and write responses (in-class). Part B- Students will be required to speak in the target language (in-class).	Term 1 Week 9
Task 2	35%	Reading 20% Writing 15%	2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Part A- Students to read texts in the target language and respond to the text (in-class). Part B- Students to write text/s in the target language (in-class).	Term 2 Week 6
Task 3	40%	Listening 15% Speaking 10% Reading 10% Writing 5%	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	Yearly Examination Speaking Listening Comprehension Reading Comprehension Writing	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – JAPANESE CONTINUERS

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	25%	Listening 15% Speaking 10%	3.1, 3.2, 3.3, 3.4, 3.5, 3.6 1.1, 1.2, 1.3, 1.4	Part A- Students to listen to texts and write responses (in-class). Part B- Students will be required to speak in the target language (in-class).	Term 1 Week 9
Task 2	35%	Reading 20% Writing 15%	2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Part A- Students to read texts in the target language and respond to the text (in-class) Part B- Students to write text/s in the target language (in-class).	Term 2 Week 6
Task 3	40%	Listening 15% Speaking 10% Reading 10% Writing 5%	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	Yearly Examination Speaking Listening Comprehension Reading Comprehension Writing	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – JAPANESE BEGINNERS

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	25%	Listening 15% Speaking 10%	3.1, 3.2, 3.3, 3.4, 3.5, 3.6 1.1, 1.2, 1.3, 1.4	Part A: Students listen to a series of Japanese audio texts and respond to the corresponding questions in English (in-class). Part B: Students to make a 2-3 minute digital presentation based on the topics of Personal Information, Family and School Life (hand in).	Term 1 Week 9
Task 2	35%	Reading 20% Writing 15%	2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Part A: Students read a series of Japanese texts and respond to the corresponding questions in English (in-class). Part B: Students write a Japanese passage related to the topics of Hometown, Family and Friends. The passage must be written in <i>hiragana</i> with some use of <i>kanji</i> (in-class).	Term 2 Week 6
Task 3	40%	Listening 15% Speaking 10% Reading 10% Writing 5%	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	Yearly Examination Speaking Listening Comprehension Reading Comprehension Writing	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – MATHEMATICS ADVANCED

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	40%	Understanding, fluency & communication (20%) Problem solving, reasoning % justification (20%)	MA11-1 MA11-2 MA11-8 MA11-9	Research task and in class component F1.1 – F1.4 inclusive of <ul style="list-style-type: none"> Algebraic Techniques Linear, Quadratic and Cubic Functions Further Functions and Relations – Real Functions of a Real Variable and their Geometrical Representation	Term 2 Week 3 Wednesday 13 May
Task 2	20%	Understanding, fluency & communication (10%) Problem solving, reasoning % justification (10%)	MA11-1 MA11-2 MA11-8 MA11-9	Research Task (hand in project) incorporating the following strands: F1.1 – F1.4 inclusive of: <ul style="list-style-type: none"> Basic Arithmetic and Algebra Real Functions of a Real Variable and their Geometrical Representation inclusive of Dependent and Independent Variables Function Notation; Domain and Range The graph of a function Region and Inequality Design a logo using functions with domain and range restrictions, shading using regions. There will be an in-class component.	Term 3 Week 2 Friday 31 July In-class Wednesday 5 Aug
Task 3	40%	Understanding, fluency & communication (20%) Problem solving, reasoning & justification (20%)	MA11-1 to MA11-9	Yearly Examination A formal written examination drawing on all content areas from the Year 11 course of 3 hours duration plus 10 minutes reading time. The task will consist of a written paper worth 100 marks. The paper will consist of two sections. Section I will be objective questions to the value of 10 marks. In Section II there will be 37 to 42 items. Total value of Section II is 90 marks.	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – MATHEMATICS EXTENSION 1

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	40%	Understanding, fluency & communication (20%) Problem solving, reasoning & justification (20%)	MA11-1 MA11-2 MA11-3 MA11-8 MA11-9 ME11-1 ME11-2 ME11-6 ME11-7	Research task and in class component F1.1 – F1.4, F2.1 – F2.2 inclusive of <ul style="list-style-type: none"> Algebraic Techniques Linear, Quadratic and Cubic Functions Further Functions and Relations – Real Functions of a Real Variable and their Geometrical Representation Trigonometric Functions Polynomials 	Term 2 Week 4 Tuesday 19 May
Task 2	20%	Understanding, fluency & communication (10%) Problem solving, reasoning & justification (10%)	MA11-1 MA11-2 MA11-3 MA11-8 MA11-9 ME11-1 ME11-2 ME11-6 ME11-7	Research Task (hand in project) incorporating the following strands: F1.1 – F1.4, F2.1 – F2.2 inclusive of: <ul style="list-style-type: none"> Basic Arithmetic and Algebra Real Functions of a Real Variable and their Geometrical Representation inclusive of Dependent and Independent Variables Function Notation; Domain and Range The graph of a function Polynomials Polynomial Investigation and filmed presentation	Term 3 Week 3 From Monday 3 August to Friday 7 August In-class Wed 12 August
Task 3	40%	Understanding, fluency & communication (20%) Problem solving, reasoning & justification (20%)	MA11-1 to MA11-9 ME11-1 to ME11-5	Yearly Examination A formal written examination drawing on all content areas from the Year 11 course of 2 hours duration plus 10 minutes reading time. Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts. The task will consist of a written paper worth 70 marks.	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – MATHEMATICS STANDARD

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	40%	Understanding, fluency & communication (20%) Problem Solving, reasoning & justification (20%)	MS11-1 MS11-2 MS11-5 MS11-6 MS11-10	Research plus In Class Incorporating the following strands: MS-A1 Formulae and Equations MS-A2 Linear Relationships MS-F1.1 Interest and Depreciation MS-F1.2 Earning and Managing Money	Term 2 Week 2 Friday 8 May
Task 2	20%	Understanding, fluency & communication Problem Solving, reasoning & justification Inquiry and research with synthesis Communication of quantitative information, ideas and issues in appropriate form Stimulus-based skills	MS11-1 MS11-2 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	Research Task (Hand in project) incorporating the following strands: MS-A1 Formulae and Equations MS-A2 Linear Relationships MS-S1.1 Classifying and Representing Grouped & Ungrouped Data MS-S1.2 Exploring & Describing Data arising from a Single continuous Variable	Term 3 Week 2 Friday 31 July In-Class 5 Aug
Task 3	40%	Understanding, fluency & communication (20%) Problem Solving, reasoning & justification (20%)	MS11-1 to MS11-10	Yearly Examination A formal written examination drawing on all content areas from the Year 11 course of 2 hours and 30 minutes duration plus 5 minutes reading time. The task will consist of a written paper worth 100 marks. The paper will consist of two sections. Section I will be objective questions to the value of 15 marks. In Section II there will be 35 to 40 items where at least two items will be worth 4 or 5 marks. Total value of Section II is 85 marks.	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – MUSIC 1

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	25%	Musicology (15%) + Aural (5%) + Performance (5%)	P1, P2, P6, P10, P11	Performance Perform one solo piece from the topic studied and present a viva voce relating to that piece using the arguments devised in class (performances and vivas at individually scheduled times).	Term 1 Week 8 16 to 20 March
Task 2	35%	Composition (25%) + Musicology (10%)	P3, P5, P7, P8, P10	Original composition Submit one original composition, with a research and draft portfolio, relating to the topic studied.	Term 2 Week 8 Monday 15 June
Task 3	40%	Aural (20%) + Performance (20%)	P1, P4, P6, P9	Performance and aural task Complete one written aural task and perform two pieces, both relating to the topics studied (performances at individually scheduled times). Note: Performance exams will be scheduled as part of the exam block. Students are responsible for knowing their individual time.	Term 3 Week 6, 7 or 8 24 August to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – MUSIC 2

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	25%	Performance (10%) + Aural (15%)	P1, P2, P5, P6, P11, P12	Performance Perform one solo piece from the core topic and submit a concept analysis of selected works (performances will be at individually scheduled times).	Term 1 Week 8 16 to 20 March
Task 2	35%	Composition (25%) + Musicology (10%)	P3, P4, P8, P9, P11, P12	Original composition Submit a composition, with a research and draft portfolio, under the topic studied (in-class submission).	Term 2 Week 8 Monday 15 June
Task 3	40%	Performance (15%) + Aural (10%) + Musicology (15%)	P5, P7, P10, P12	Performance and aural task Complete one written aural task and perform two pieces with a sight-singing task, relating to the topic studied (performances at individually scheduled times). Note: Performance exams will be scheduled as part of the exam block. Students are responsible for knowing their individual time.	Term 3 Week 6, 7 or 8 24 August to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – PDHPE

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	Knowledge and understanding of course content – 20% Skills in critical thinking, research, analysis and communicating – 10%	P7, P8, P9, P17	CORE 2 – The Body in Motion Students analyse a given movement in terms of anatomy and physiology. Video stimulus. In-class task	Term 1 Week 9 Friday 27 March
Task 2	30%	Knowledge and understanding of course content – 10% Skills in critical thinking, research, analysis and communicating – 20%	P2, P3, P4, P5, P6, P15, P16	CORE 1 – Better Health for Individuals Students to complete a research task which includes an Info-graph submission and an in-class exam based on their research	Term 2 Week 9 Monday 22 June
Task 3	40%	Knowledge and understanding of course content – 30% Skills in critical thinking, research, analysis and communicating – 10%	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14, P15, P16, P17	Yearly Examination End of year examination including Core 1, Core 2 and both Options	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – SPORT, LEISURE & RECREATION

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	40%	Knowledge and understanding of course content – 25% Skills in critical thinking, research, analysis and communicating – 15%	1.1, 1.3, 2.1	Unit of work Outline a unit of work to be coached Hand In	Term 1 Week 6 Friday 6 March
Task 2	30%	Knowledge and understanding of course content – 10% Skills in critical thinking, research, analysis and communicating – 20%	2.2, 3.2	Coaching Coaching a session of a sport of their choice	Term 2 and 3 (depending on allocation of space and sport)
Task 3	30%	Knowledge and understanding of course content – 25% Skills in critical thinking, research, analysis and communicating – 5%	1.1, 1.3, 2.1, 2.1, 3.1, 3.2, 4.2, 4.5	Coaching Program Theory of coaching and coaching program	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – STUDIES OF RELIGION I

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	Knowledge and understanding of course content 10% Investigation and research 10% Communication of information, ideas and issues in appropriate forms 10%	P3, P5, P6, P7 & P9	Religious interest project	Term 1 Week 9 Friday 27 March
Task 2	30%	Knowledge and understanding of course content 10% Source-based skills 10% Investigations and research 10%	P5, P7, P8 & P9	Source-based assessment	Term 2 Week 6 Tuesday or Wednesday
Task 3	40%	Knowledge and understanding of course content 20% Source-based skills 10% Communication of information, ideas and issues in appropriate forms 10%	P1, P2, P4, P5, P8 & P9	Yearly Examination	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – STUDIES OF RELIGION II

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	Knowledge and understanding of course content 10% Investigation and research 10% Communication of information, ideas and issues in appropriate forms 10%	P3, P5, P6, P7 & P9	Religious interest project	Term 1 Week 9 Friday 27 March
Task 2	30%	Knowledge and understanding of course content 10% Source-based skills 10% Investigations and research 10%	P5, P7, P8 & P9	Source-based assessment	Term 2 Week 5
Task 3	40%	Knowledge and understanding of course content 20% Source-based skills 10% Communication of information, ideas and issues in appropriate forms 10%	P1, P2, P4, P5, P8 & P9	Yearly Examination	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – BIOLOGY

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	25%	Skills in working Scientifically (20%) Knowledge and Understanding of course content (5%)	BIO11/12-1,2,3,4,5,6,7 BIO11-8	Skills Application Task In-class task comprising research skills, analysis of stimulus, theory, data analysis and practical investigation skills.	Term 1 Week 8 Wednesday 18 March
Task 2	35%	Skills in working Scientifically (30%) Knowledge and Understanding of course content (5%)	BIO11/12-1,2,3,4,5,7 BIO11-11	Depth Study Using information gathered from Depth Study 2, students will be complete a hand-in component and utilise this during an in-class component. Working Scientifically skills including data analysis, designing and planning investigations, data processing and communication will be assessed.	Term 3 Week 2 Tuesday 28 July
Task 3	40%	Skills in working Scientifically (10%) Knowledge and Understanding of course content (30%)	BIO11/12-2,5,6,7 BIO11-8,9,10,11	Yearly Examination Incorporating Knowledge and Understanding from Modules 1-4 and Working Scientifically skills including practical investigations, data analysis and analysis of stimulus.	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – CHEMISTRY

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	Skills in working scientifically (25%) Knowledge and Understanding of course content (5%)	CH11/12- 4,5,6,7 CH11- 8, 9	Practical Examination and Data Analysis Task In-class task comprising relevant theory, data analysis and practical investigation skills. Students will be required to recall and analyse all completed practical investigations and simulations, and apply skills learned to unfamiliar situations.	Term 2 Week 2 Monday 4 May
Task 2	30%	Skills in working scientifically (25%) Knowledge and Understanding of course content (5%)	CH11/12- 1,2,4,5,6,7 CH11- 8, 9, 10	Depth Study Based on Depth Study 1, 2 and 3. Using information gathered during all depth studies, students will be assessed with an in-class task. Working Scientifically skills including data analysis, designing and planning investigations, problem solving, data processing and communication will be assessed.	Term 3 Week 4 Monday 10 August
Task 3	40%	Skills in working scientifically (10%) Knowledge and Understanding of course content (30%)	CH11/12-2,4,5,6,7 CH11-8, 9, 10, 11	Yearly Examination Incorporating Knowledge and Understanding from Modules 1-4 and Working Scientifically skills including practical investigation, data analysis and analysis of stimulus.	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – EARTH & ENVIRONMENT SCIENCE

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	25%	Skills in working Scientifically (15%) Knowledge and Understanding of course content (10%)	EES11/12-2,4,5,6,7 EES11-8	Skills Application Task Task comprising research skills, analysis of stimulus, theory, data analysis and practical investigation skills.	Term 1 Week 8 Monday 16 March
Task 2	35%	Skills in working Scientifically (30%) Knowledge and Understanding of course content (5%)	EES11/12-1,2,3,4,5,6,7 EES11-8,9,10	Depth Study Based on Depth Studies, including a fieldwork excursion. Using information gathered during depth studies, students will be assessed with an in-class task. Working Scientifically skills including data analysis, designing and planning investigations, problem solving, data processing and communication will be assessed.	Term 2 Week 8 Monday 15 June
Task 3	40%	Working Scientifically (15%) Knowledge and Understanding of course content (25%)	EES11/12-2,4,5,6,7 EES11-8,9,10,11	Yearly Examination Incorporating Knowledge and Understanding from Modules 1-4 and Working Scientifically skills including practical investigation, data analysis and analysis of stimulus.	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – INVESTIGATING SCIENCE

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	Skills in working Scientifically (20%) Knowledge and Understanding of course content (10%)	INS11/12-2,4,5,6,7 INS11-8	Practical Investigation Based on Module 1. Task comprising making observations and inferences, collection of valid and reliable data, data analysis and practical investigation skills.	Term 1 Week 8 Friday 20 March
Task 2	40%	Skills in working Scientifically (20%) Knowledge and Understanding of course content (20%)	INS11/12-1,2,3,4,5,7 INS11-8,9	Depth Study Gallery Presentation Based on Depth Study 2 and Knowledge and Understanding from Module 1 and 2. Using information gathered during Depth Study 2, students will be assessed on a scientific poster and a gallery presentation involving peer feedback and teacher evaluation. Working Scientifically skills including processing and analysing data, designing and planning investigations, problem solving and communicating will be assessed.	Term 2 Week 7 Thursday 11 June
Task 3	30%	Skills in working Scientifically (20%) Knowledge and Understanding of course content (10%)	INS11/12-1,2,4,5,6,7 INS11-8,9,10,11	Yearly Examination Incorporating Knowledge and Understanding from Modules 1-4 and Working Scientifically skills including practical investigation, data analysis and analysis of stimulus.	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – PHYSICS

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	Skills in working scientifically (25%) Knowledge and Understanding of course content (5%)	PH11/12-4,5,6,7 PH11-8,9	Depth Study Based on Depth Study 1 and 2. Using information gathered during depth studies on motion and forces, students will be assessed with an in-class task. Working Scientifically skills including data analysis, designing and planning investigations, problem solving, data processing and communication will be assessed.	Term 2 Week 4 Thursday 22 May
Task 2	30%	Skills in working scientifically (25%) Knowledge and Understanding of course content (5%)	PH11/12-1,2,4,5,6,7 PH11-8,9,11	Practical Examination and Data Analysis Task Task comprising relevant theory, data analysis and practical investigation skills. Students will be required to recall and analyse all completed practical investigations and simulations, and apply skills learned to unfamiliar situations.	Term 3 Week 3 Thursday 6 August
Task 3	40%	Skills in working scientifically (10%) Knowledge and Understanding of course content (30%)	PH11/12-2,4,5,6,7 PH11-8,9,10,11	Yearly Examination Incorporating Knowledge and Understanding from Modules 1-4 and Working Scientifically skills including practical investigation, data analysis and analysis of stimulus.	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – DESIGN & TECHNOLOGY

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	Knowledge and skills in designing, managing, producing and evaluating design projects 30%	P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1	Reflections Unit Reflections Project and Portfolio Hand – In	Term 2 Week 3 Friday 15 May
Task 2	30%	Knowledge and skills in designing, managing, producing and evaluating design projects 30%	P3.1, P4.1, P5.2, P5.3, P6.2	Group Project and Portfolio Collaborative Unit Hand – In	Term 3 Week 3 Friday 7 August
Task 3	40%	Knowledge and understanding of course content 40%	P1.1, P2.2, P4.3, P6.1	Yearly Examination	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – ENGINEERING STUDIES

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	20%	Knowledge and skills in research, problem solving, and communication related to engineering practice 20%	P1.2, P2.1, P3.2, P3.3, P4.1, P4.2, P4.3	Investigation and Presentation Engineered Products- Power Tools	Term 1 Week 8 Friday 20 March
Task 2	40%	Knowledge and understanding of course content 20% Knowledge and skills in research, problem solving, and communication related to engineering practice 20%	P2.1, P3.1, P3.3, P4.1, P4.2	Engineering Report Braking Systems	Term 2 Week 6 Thursday 4 June
Task 3	40%	Knowledge and understanding of course content 40%	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P6.1	Yearly Examination	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – INDUSTRIAL TECHNOLOGY

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	Knowledge and understanding of course content 30%	P1.1, P1.2, P6.1, P6.2, P7.1, P7.2	Report Industry Study Report Hand-in	Term 1 Week 8 Thursday 19 March
Task 2	40%	Knowledge and skills in the management, communication and production of projects 40%	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	Project and Design Management and Communication (DMC) Portfolio Hand-in	Term 2 Week 9 Monday 22 June
Task 3	30%	Knowledge and understanding of course content 10% Knowledge and skills in the management, communication and production of projects 20%	P1.1, P1.2, P2.1, P6.1, P7.1, P7.2	Yearly Examination	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – INFORMATION PROCESSES & TECHNOLOGY

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	20%	Knowledge and understanding of course content 10% Knowledge and skills in the design and development of information systems 10%	P1.1, P1.2, P2.1, P2.2, P3.1, P5.1, P7.1, P7.2	Research Task Introduction to Information Skills & Systems Hand – In	Term 1 Week 7 Wednesday 11 March
Task 2	40%	Knowledge and understanding of course content 10% Knowledge and skills in the design and development of information systems 30%	P1.1, P1.2, P3.1, P5.1, P6.1, P6.2, P7.1, P7.2	Project Developing Information Systems Hand – In	Term 3 Week 2 Monday 27 July
Task 3	40%	Knowledge and understanding of course content 40%	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1	Yearly Examination	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – SOFTWARE DESIGN AND DEVELOPMENT

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	Knowledge and understanding of course content 20% Knowledge and skills in the design and development of software 10%	P1.2, P3.1, P4.1, P4.2, P5.2, P6.3	Defining, Planning, Building and Checking Software solutions Modelling & Algorithms Hand - In	Term 1 Week 7 Monday 9 March
Task 2	30%	Knowledge and skills in the design and development of software 30%	P1.2, P1.3, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P6.3	Individual Project Developing Software Solutions Hand - In	Term 2 Week 8 Wednesday 17 June
Task 3	40%	Knowledge and understanding of course content 30% Knowledge and skills in the design and development of software 10%	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.3	Yearly Examination	Term 3 Week 7 or 8 2 to 16 September
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – PHOTOGRAPHY

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	Art Making 25% Art Criticism/VAPD 5%	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	Art Making & VAPD Submission of artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of materials and ideas through the frames and conceptual framework.	Term 1 Week 9
Task 2	30%	Art Making 25% Art Criticism/VAPD 5%	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	Art Making & VAPD Submission of artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of materials and ideas through the frames and conceptual framework.	Term 2 Week 9
Task 3	40%	Art Making 20% Art Criticism/Art History 20%	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	Yearly Examination Art Making & VAPD – 20% Submission of artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of materials and ideas through the frames and conceptual framework. Art Criticism & Art History – 20%	Term 3 PRACTICAL Week 6 YEARLY EXAM Week 7,8 or 9
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

YEAR 11 2020 ASSESSMENT OUTLINE – VISUAL ARTS

TASK NO	WEIGHT	COMPONENTS	SYLLABUS OUTCOMES	DESCRIPTION OF TASK	DUE
Task 1	30%	Art Criticism & Art History 30%	P7, P8, P9, P10	Case Study: Landscape In Class Reflection Task - 15% Hand in Task - 15%	Term 1 Week 10 Monday 30 March
Task 2	30%	Art Making 30%	P1, P2, P3, P4, P5, P6	Art Making & VAPD: Installation Development of a Body of Work Submission of 2D & 3D artwork(s) in progress, VAPD with annotated evaluation of a sustained exploration of materials and ideas through the frames and conceptual framework.	Term 2 Week 3 Friday 15 May
Task 3	40%	Art Making 20% Art Criticism & Art History 20%	P1, P2, P3, P4, P5, P6 P7, P8, P9, P10	Yearly Examination and Practical Art Making & VAPD – Traditional Practice 20% Development of a 2D body of work – works under development; VAPD, oral or written presentation about intentions, conceptual framework relationships, and viewpoint/s Examination – 20%	Term 3 Practical Week 6 Friday 28/8 Exam Week 7, 8, 9
TOTAL	100%				

The above schedule is subject to change. Notification and finalisation of each task will be published at least two weeks before the scheduled date.

