

ST VINCENT'S COLLEGE

POTTS POINT



Year 11

Assessment Handbook

2021

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INTRODUCTION

An Assessment Schedule is a fundamental and mandatory NESA (NSW Education Standards Authority - formally BOSTES) requirement for assessing Stage 6 learning, in order for teachers to know each student as a learner and track and measure each student's learning gains. At St Vincent's College, as we partner with you in educating your daughter, we endeavour to know our young students by *informing, transforming* and *empowering* each of our courageous young women to grow their own learning to potential.

The aim of this Assessment Handbook is to allow our Year 11 students an opportunity to become familiar with the expectations of the NESA authority and the College with regard to our assessment procedures. The College Assessment Policy on page 5 outlines details of the rules and procedures for the satisfactory completion of each 'assessment activity'. In the first instance any inquiries regarding your daughter's assessment can be directed to her class teacher and if necessary, the relevant Head of Department. Assessment activities comprise varied skills and modes, including formal examinations, essays, assignment work, practical work, portfolios, excursion reports or oral presentations.

Our Year 11 students' first semester will comprise *formative* (informal *assessment for learning*) and *summative* (formal *assessment of learning*) *assessment* that is tiered to address a particular course outcome yet allows an opportunity to grow learning at a challenging, developmentally appropriate level, to arrive at an understanding of key learning concepts.

This handbook sets out each subject's assessment schedule for 2021 in the year where our learning commitment "is to create and respond generously to opportunities to learn and grow". The entire teaching staff and I look forward to the opportunity to foster creativity, critical thinking and challenge in the development of your daughter's knowledge and skills. In doing so, our aim is to encourage a love of learning so that our SVC graduates are lifelong learners and in the true Vinnies spirit, courageous women of action.

Yours sincerely

Mrs Jasmin Mano

Director of Teaching and Learning

ASSESSMENT POLICY

St Vincent's College is a Mary Aikenhead Ministry in the tradition of the Sisters of Charity. We are called to develop in each member of our community a contemporary understanding and application of the charism of Mary Aikenhead and the spirituality of the Sisters of Charity, and the Mary Aikenhead Ministries' mission, vision and values of justice, love compassion and hope.

PRINCIPLES OF QUALITY ASSESSMENT AT ST VINCENT'S COLLEGE

This Assessment Policy is based upon the Assessment Guidelines and Requirements of the NESA and is underpinned by the St Vincent's College Learning Framework. The following principles of Assessment are evidence-based and support the Advice on Assessment from NESA, as well as, **The College Learning Framework**.



The following principles provide a basis upon which decisions about quality assessment practices for all our students are built.

Assessment at St Vincent's College:

- is relevant, purposeful and engaging
- is valid, reliable and measurable against student outcomes
- aligns with our Learning Framework as it *informs, transforms and empowers* student learning
- is fair and accessible, enabling all students' an opportunity to demonstrate their learning
- incorporates *reasonable adjustments* for our diverse learners to demonstrate their learning
- provides evidence that accurately represents a student's knowledge, understanding and skills
- enables students to demonstrate their learning in a range of different contexts and modes
- enables teachers to provide effective feedback (within two weeks of the activity date, where practicable) in order to empower students to reflect on their work and set goals to assist their learning.

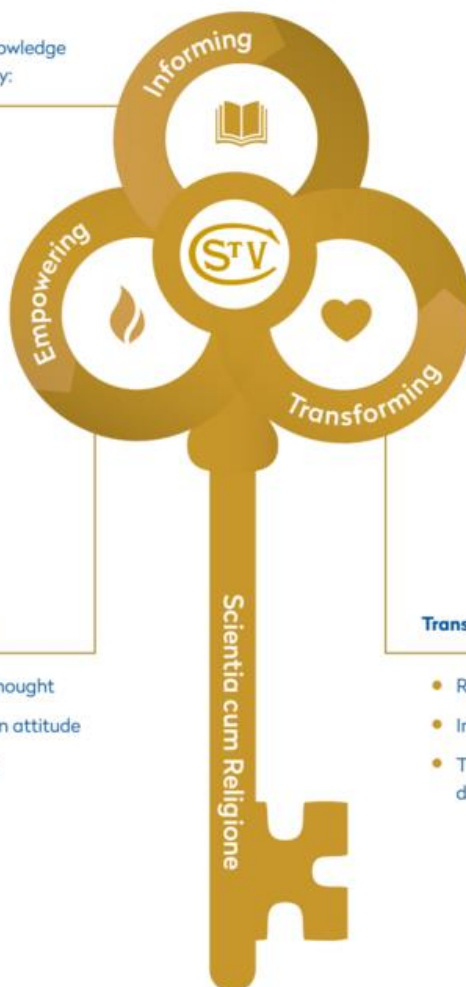


St Vincent's College Learning Framework

A St Vincent's College graduate is a courageous woman
of action empowered to be independent in thought,
compassionate in attitude and confident to act.

Informing with the essential knowledge
and core skills of the 21st century:

- Critical thinking
- Creativity
- Collaboration



Empowering to be:

- Independent in thought
- Compassionate in attitude
- Confident to act

Transforming by a culture of:

- Right relationships
- Immersion into social justice experiences
- The practices of reflection and discernment

Scientia cum Religione – our College Motto celebrates the strength of education in the Catholic tradition:
knowledge combined with religion.

TYPES OF ASSESSMENT AT ST VINCENT'S COLLEGE

The NSW syllabuses promote an integrated approach to teaching, learning and assessment. '*Assessment for learning*', '*assessment as learning*' and '*assessment of learning*' are approaches that can be used individually or together, formally or informally, to gather evidence about student achievement and to grow student learning.

(i) Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

(ii) Assessment as Learning

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

(iii) Assessment of Learning

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *assessment of learning* for grading or ranking, depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

ADJUSTMENTS FOR STUDENTS WITH A DISABILITY

At St Vincent's College, adjustments are made to teaching, learning and assessment practices for students with a disability, so that they are not placed at a disadvantage or treated less favourably for a reason relating to their disability. These adjustments, as required by the Disability Standards for Education, are additional to, or otherwise different from, provisions normally available. To access these special educational provisions, students would have impairment in at least one of the following six areas: 1. Intellectual 2. Mental Health 3. Neurological 4. Physical 5. Sensory 6. Learning Disability including Dyslexia and ADHD (the six broad categories of disability as cited by the Disability Discrimination Act).

The adjustments are measures or actions taken in relation to teaching, learning and assessment that enable a student with specific learning needs to access syllabus outcomes and content on 'the same basis' as their peers. In relation to teaching and learning the adjustment could be providing a scaffold to accompany multi-step or complex instructions. In relation to assessment, 'reasonable adjustments' could be:

- adjustments to the assessment process (otherwise known as Disability Provisions). 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.

The types of adjustments made will vary, based on the needs of individual students. Further examples of adjustments to assessment for students with special education needs and information on assessment for students undertaking *Life Skills*, can be found in the appendix.

Adjustments to teaching, learning and assessment practices for students with a disability are made in consultation with the student and their family, are regularly reviewed and can be changed. A formal application to the Learning Support Coordinator, with supporting documentation, is necessary before any adjustment to be considered. This documentation may include but is not limited to medical reports, reports from Allied Health professionals or results obtained from psychometric or other specialised educational testing. The decision about the most appropriate delivery of these special educational provisions is made by the Learning Support Coordinator in consultation with the Director of Teaching and Learning. Once the application has been approved, the Diverse Learning Team requires copies of notifications (adjusted and non-adjusted) at least *one week prior* to distribution of the Assessment Activity Notification (adjusted and non-adjusted) to assist teachers to ensure the activity is reliable and accessible for all students *on a same basis* nature.

DISABILITY PROVISIONS

Parents/Carers of students with a disability should apply to the Learning Support Coordinator for Disability Provisions at the beginning of the academic year. To apply for Disability Provisions, Parents/Carers need to submit in writing their request for provisions with documented support of their disability. Disability Provisions are only granted in formal examination blocks. Applications are only approved in accordance with NESA regulations and if successful, will take effect from the very next term from when the application is considered. An application for a review of decision is to be in writing and submitted to the Learning Support Coordinator one week after the decision was granted by NESA. Grounds for Disability Provision through NESA include: physical disability, learning disability, mental and physical health complications. The student's application will be assessed by the Learning Support Coordinator and the Director of Teaching and Learning.

ACCELERATED MATHEMATICS POLICY

Students enrolled in an Accelerated Mathematics course, wherever possible, will be considered carefully in the preparation of College examination timetables so that the scheduling of mandatory examinations for the Accelerated Mathematics course does not put undue pressure on the student's current cohort examination schedule.

Wherever possible, there will be some spacing between these examinations, but in circumstances where this is unavoidable, some compensatory time for supervised study at the College, for a portion of a school day, will be accommodated.

EFFECTIVE FEEDBACK

Teacher feedback about student learning is essential for students to grow their learning and integral to teaching, learning and assessment practice.

Feedback can clarify for students:

- how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being addressed
- how to *inform, transform and empower* their learning. Feedback enables students to recognise their strengths, as well as, their areas for development in order to identify and plan with their teacher the next steps in their learning growth.

Feedback allows students to improve their knowledge, understanding and skills and:

- is **SMART** - Specific/ Measurable/ Attainable/ Realistic and Timely
- is constructive and provides meaningful information to students about their learning in a variety of forms
- focuses on the learning outcomes and corrects misunderstandings
- identifies and reinforces students' strengths
- provides information about how students can grow their learning, through clear marking criteria
- facilitates the development of, and provides opportunities for, self-assessment and reflection during the learning process
- informs future teaching and learning opportunities for both the teacher and the student.

ASSESSMENT PROCEDURES

All students will receive access to this Assessment Policy, which outlines their rights and responsibilities. Students will receive a written notification of all upcoming Assessment Activities by email approximately *three-weeks prior* to an assessment due date. Assessment Handbooks for Years 7-11 will be distributed to students at the beginning of each academic year. Assessment handbooks for Year 12 will be distributed at the beginning of the HSC course in Term 4 of Year 11, marking the transition from the Year 11 to the Year 12 (HSC) course.

Specific activity details will be distributed to students as determined appropriate by the relevant class teacher/Head of Department/Director of Teaching and Learning. All Assessment Activities are emailed directly to students on the same day, however, students who are absent at the time the assessment activity was notified **MUST** see their class teacher immediately on returning to school, to clarify any information/interpretations pertaining to the activity.

ASSESSMENT PROCEDURES FOR STUDENTS

Students are entitled to:

1. be informed of the policies of the school and NESA in relation to their Assessment Schedules.
2. adequate written notice of an activity being due or any alteration to the nature or timing of the activity.
 - **All activity notifications are aimed to be issued three weeks prior to the assessment due date.**
3. be informed on the nature and purpose of assessment.
4. receive clear guidelines relating to the requirements of each assessment activity including information regarding the syllabus outcomes targeted by the activity.
5. receive information regarding the criteria by which the activity will be assessed.
6. have work assessed and returned to them in a timely manner.
 - **All marking is aimed to be returned within a two-week turnaround time frame.**
7. receive meaningful feedback that assists students to review their work.

8. expect a consistent interpretation and application of the College's Assessment Policy
9. request a review of the calculation of the final assessment mark to qualify that the final assessment rank is incorrect.
10. students are given detailed feedback on all activities, however, they do have the opportunity to discuss the marking criteria and *confirm their marks immediately after each* assessment activity is returned. ***All confirmed student marks per Assessment Activity are available on the Student Portal (Edumate)*** immediately after marking is returned to the student.

SUBMISSION OF ACTIVITIES

- All *hand-in* activities are to be submitted before 8:40am to the teacher-in-charge of the collection **as indicated on the Assessment notification. Handing in an activity AFTER this time (8:40am) will constitute a late penalty (see Penalties for Late Submission of Assessment Activities).**
- Any electronic submission of an activity must comply with the specifications of the activity and must be time stamped in a manner that allows the teacher to establish a submission time and date.
- **Students involved in College activities** (Music rehearsals, excursions, band etc) **ARE NOT** exempt from the activity submission requirements detailed in this section.
- **Students involved in extracurricular activities** (Music/Drama/Debating rehearsals etc) **ARE NOT** exempt from the activity submission requirements detailed in this section. Students should retain an electronic copy of their submission on their personal device.
- **Students attending before school classes ARE NOT** exempt from the activity submission requirements detailed in this section.
- Failure to attend an in-class activity or failure to hand an activity in on the due date without relevant documentation (a Medical Certificate - Years 10-12) will result in a penalty.

THE USE OF TECHNOLOGY IN ASSESSMENT ACTIVITIES

- **Students should always save any work completed at school in their personal storage area on their personal device or on a USB.** Additionally, students have access to 1TB of cloud storage through their College login. If any student wishes to work on a digital resource at home, it must also be saved to a USB storage device or emailed to the student using the College email address. Note: Email is only capable of transferring files no greater than 25 megabytes.
- It is important that students follow responsible practices in their use of technology to complete assessment activities by:
 1. maintaining reliable, updated back-up copies
 2. retaining printed draft copies
 3. allowing adequate time to troubleshoot potential failures of technology.
- **Failure of ICT equipment will not be accepted as an excuse for non-submission of an Assessment Activity or an Assessment Activity being late.** (see College Diary page 28)

LATE SUBMISSION

Students who are absent on the due date **MUST** submit the activity immediately upon their arrival to the College or the *very next day* they attend school to the appropriate Head of Department, even if there is NO scheduled lesson on that day. A Medical Certificate (Years 10-12) must accompany this late submission.

EXTENSIONS UNDER EXCEPTIONAL CIRCUMSTANCES

The Director of Teaching and Learning may grant an extension in exceptional circumstances in consultation with the Head of Department. A decision will be made based on the evidence the students can provide with regards to her assessment work to date, for example, it may be deemed necessary for a student in practical subjects to submit all work completed, and the Head of Department in consultation with the Director of Teaching and Learning will assess this partial submission and an estimate based on previous or subsequent work may be provided. Medical Certificates or other documentation from an external medical provider supporting the request may be required.

ILLNESS/MISADVENTURE

UNFORESEEABLE ABSENCE FROM AN ASSESSMENT ACTIVITY

Ensuring the integrity of the assessment process is of paramount importance to all teaching staff at the College to maintain equity and fairness to all of our students. Therefore, a student who is absent from, or unable to, complete a particular activity or submit an activity, is required to carry out the following procedures:

STEP 1: Notify Student Services before 8.30am on the morning of the activity or activity due-by date (Tel: 8324 6630 or email collegesecretary@stvincents.nsw.edu.au). Student Services is to notify Director of Teaching and Learning of the student's absence. For submissions, students should email their work directly to their teacher. For submissions with a practical component, students should email all text-based material to their teacher.

STEP 2: Immediately upon return to the College after illness, students must obtain an *Illness/Misadventure Application Form* from Student Services, complete it and attach the relevant documentation, and submit to the Head of Department *on the same day*.

YEARS 10-12

- A **medical certificate** covering the day of the assessment activity and/or absence immediately before an assessment activity must accompany this application for all students in Years 10-12.
- The Head of Department in consultation with the Director of Teaching and Learning may arrange a time for a 'make-up' activity to be completed. Documentation provided must cover all days absent from the College up to and including the activity date OR from the activity date until the day before returning to the College.
- Undocumented absence beyond this/these dates may result in a zero determination.
- In some instances, an estimate, determined at each reporting stage may be deemed necessary where an alternate activity is not possible to be offered.

STEP 3: The Director of Teaching and Learning in consultation with Head of Department, will consider each application on a case by case basis and organise either a make-up activity or an estimate to be issued at the end of the course, depending on the circumstances of the illness/misadventure application.

ABSENCE THE DAY BEFORE AN ASSESSMENT ACTIVITY

All students are required to submit a **Medical Certificate** to the respective Head of Department, *covering any absence missed on the day of or consecutive days prior to an assessment activity being due*. In the event of a student's unexplained absence (eg unsupported by a medical certificate) from the College on the day or any consecutive days immediately prior to an activity, the student may be deemed to have an unfair advantage in the completion of the assessment activity and a zero result may be awarded. This is particularly important with regard to whole College events such as the College Athletics Carnival or St Vincent's Day. Such days are compulsory College functions and as such, absences from a College event the day prior to an assessment may result in a zero.

APPROVED CERTIFICATE OF EXTENDED LEAVE/EXEMPTION FROM ATTENDANCE AT SCHOOL

Any student who has been granted approved extended leave from the College, must inform the Head of Department for any assessment activity affected by the leave period of absence. Wherever possible, but only where possible, an alternate activity or alternate date for submission may be arranged for the student in consultation with the Head of Department and the Director of Teaching and Learning.

HSC STUDENTS

TRIAL HSC EXAMINATIONS AND FINAL RANKS

Any Trial HSC examination paper missed through absence will require an Illness/Misadventure application and will be followed by an alternate examination being assigned to the student. No estimates will be issued for a student absent for a Trial examination. Final cumulative student ranks will be published on the Year 12 Final Reports and can be reviewed on the [Students Online](#) website.

APPEALS TO NESA

A student who is dissatisfied with the review procedures used by the College may appeal to NESA. Such an appeal is to be forwarded NESA through the Principal of St Vincent's College. Year 12 students will be informed of closing dates for review requests and appeals to NESA prior to the commencement of the Higher School Certificate examination.

PENALTIES FOR LATE SUBMISSION OF ASSESSMENT ACTIVITY

The following penalties apply in the case of an Assessment Activity not being submitted on time and where there is no acceptable supporting documentation.

YEARS 10-12

- **ONE DAY LATE** = Deduction of 50% of the total mark awarded
- **TWO or MORE DAYS LATE** = a zero will be awarded.

The assessment activity must still be submitted which will be marked and returned to the student with feedback. The mark, however, may not contribute to the aggregated assessment mark in that subject or course if *more than three lessons late*. Failure to submit the activity may lead to an 'N' determination'. In this case, parents will be notified in writing by the Director of Teaching and Learning.

WHAT IS MALPRACTICE?

Malpractice is any activity that allows a student to gain an unfair advantage over other students.

It includes but is not limited to:

- using material directly from books, journals or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, borrowing or copying 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 activities without appropriate acknowledgement
- paying someone to write or prepare material
- breaching College examination rules
- using non-approved aids during an assessment activity including any electronic device other than a NESA approved calculator, which can be used to store information
- contriving false explanations to explain work not handed in by the due date
- false claims or false documentation on Illness/Misadventure applications.
- assisting another student to engage in malpractice.

PENALTIES FOR NON-AUTHENTIC WORK OR OTHER MALPRACTICE

- All work submitted, whether as part of an assignment or test, must be solely completed by the student.
- All research assignments **MUST** include a reference list. Criteria for referencing can be found in the College Diary (Page 32). If references are NOT provided, students will be required to provide evidence that the work is their own.

MALPRACTICE IN EXAMINATIONS AND EXAMINATION-TYPE ACTIVITIES

All Assessment Activities are conducted under conditions set by the College and, are based on HSC and Examination Rules and Procedures as specified by NESA. Each instance of a breach of rules is treated separately and penalties may be imposed as a result.

NOTES

- If a student is found to have notes, texts or summaries of the subject being examined with her during an examination (whether she uses them or not), it will be assumed that they were for the purpose of using during the examination and she may be awarded a zero for that activity.

- Students who accidentally take notes, texts etc into an examination-type activity must report this to the supervising teacher immediately they become aware of the fact. Students will be provided with reminders about these breaches prior to the commencement of each examination.

MOBILE PHONES AND SMARTWATCHES

- Students are NOT permitted to take mobile phones or smart watches into an examination.
- Students will be asked to place these devices at the front of the College Hall or classroom, prior to commencement of the examination.
- Any student who is found to have taken a mobile phone into an examination will be breaching examination rules and therefore may receive a zero.

SATISFACTORY COMPLETION OF A COURSE

COURSE REQUIREMENTS

All students must provide sufficient evidence through their engagement in class and in informal and formal tests that they have:

1. followed the course developed or endorsed by NESA
2. applied themselves with diligence and sustained effort to the set activities and experiences provided in the course by the school and
3. achieved some or all of the course outcomes.

WARNINGS

If a student is at risk of non-completion of course requirements in any course, the Director of Teaching and Learning in consultation with the Principal, will advise the student and the parents in writing:

1. of the activities and/or actions to be undertaken in time for the problem to be corrected
2. of the request from the student/parent to provide the College with written acknowledgement of the warning
3. to retain copies of the warning notice(s) and other relevant documentation.

‘N’ DETERMINATIONS

- Any student who has not complied with the requirements for satisfactory completion of a course when assessment marks are being finalised will be issued with an ‘N’ determination by the Principal, who will in turn advise NESA.
- The consequences of an ‘N’ determination in any course are that the course will indicate the ‘N’ determination on the Record of Student Achievement ROSA for the completion of Stages 5 and 6.
- Students may seek a school review of an ‘N’ determination in a course. If the College declines the review, the student may appeal to NESA directly.

CHANGE TO COURSE OF STUDY POLICY

1. This College policy is advertised widely on many occasions including at the Year 10 Subject Selections Information Evening and at the Subject Selections interviews. The minimum number of units a student can be on in **Year 11 is 12 units and in Year 12 is 10 units**.
2. Applications are sought only after results of the Preliminary examinations are available and all feedback has been received.
3. **Applications are prioritised.** The top priority includes those wishing to pick up an Extension subject. Each application requires students to have each section of the Change of Course form completed.
4. **It is only until a student has a new timetable that she is free to move out of the class.** Until then, students are expected to attend scheduled classes and complete any set work.
5. The College is committed to ensuring that every student enters the HSC course with the best possible scenario for their Pattern of Study and as such, the Director of Teaching and Learning and the Heads of Department, will offer very specific advice regarding the suitability of the course change and the final approval requires a parental endorsement and a meeting with the Director of Teaching and Learning.



Illness/Misadventure Application

STUDENT NAME: _____ **HOUSE:** _____ **YEAR:** _____

Note:

- This form needs to be submitted **on the first day** upon returning to the College.
- A medical certificate/other appropriate documentation must be attached to this form.
- Students who fail to complete 51% of the internal assessment will be issued with “N” awards.
- Computer/printer failure does not constitute grounds for an appeal.

Did you sit/submit the Activity on the scheduled day and time?

Yes

☐

No

☐

This application is: (tick ✓ one box only)

1. To explain an absence for the day prior to an activity									
2. To claim Illness/Misadventure for an activity completed									
3. To explain why an Activity was not completed									
Subject and Level: eg English Standard, Maths Ext 1									
Activity and Weighting: (Attach a copy of the Assessment Notification)	%								
Date of Activity:									
Have you had an Illness/Misadventure appeal for any other Activity for this subject? If so which activity? (tick ✓)	<table style="width: 100%; text-align: center;"> <tr> <td>No</td> <td><input type="checkbox"/></td> <td>Yes</td> <td><input type="checkbox"/></td> <td>Activity</td> <td><input type="checkbox"/></td> </tr> </table>	No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Activity	<input type="checkbox"/>		
No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Activity	<input type="checkbox"/>				
Details of Illness/Misadventure	<div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div> <div style="border-bottom: 1px solid black; height: 20px; width: 100%;"></div>								
Supporting documents (tick ✓)	<table style="width: 100%;"> <tr> <td>Medical Certificate</td> <td style="text-align: center;"><input type="checkbox"/></td> <td>Funeral Details</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td><i>A letter from parents is insufficient.</i></td> <td></td> <td>Other</td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Medical Certificate	<input type="checkbox"/>	Funeral Details	<input type="checkbox"/>	<i>A letter from parents is insufficient.</i>		Other	<input type="checkbox"/>
Medical Certificate	<input type="checkbox"/>	Funeral Details	<input type="checkbox"/>						
<i>A letter from parents is insufficient.</i>		Other	<input type="checkbox"/>						
Other supporting statements: (Teacher/Health Centre)									
STUDENT SIGNATURE: _____ Date: ____/____/____									

YOU MUST NOW SUBMIT THIS FORM TO THE HEAD OF DEPARTMENT WITH ALL ATTACHED DOCUMENTATION SUPPORTING THE APPLICATION



HEAD OF DEPARTMENT

Do you support this application?

Yes	
-----	--

No	
----	--

Comment that will assist DOTL in determining what action to take:

Head of Department Signature: _____ Date: _____

DIRECTOR OF TEACHING AND LEARNING (to be completed by Mrs Mano)

All steps completed and on time	Yes	No
Make up activity	Yes	No
Estimate	Yes	No
Follow up		

APPROVED / NOT APPROVED

Comment: _____

Director of Teaching and Learning Signature: _____

Date: _____

Clerical Use Only:

1.	Details recorded to Excel Spreadsheet	Date:
2.	Scanned to T Drive/Public/Curriculum/Illness-Misadventure	Date:
3.	Medical Certificate scanned and saved to Edumate	Date:

Studies of Religion 1 Unit

Course Content:

- The Nature of Religion and Beliefs
- Religious Tradition Study 1 - ISLAM
- Religious Tradition Study 2 - CHRISTIANITY

Outcomes: *A student*

P1	Describes the characteristics of religion and belief systems
P2	Identifies the influence of religion and belief systems on individuals and society
P3	Investigates religious traditions and belief systems
P4	Examines significant aspects of religious traditions
P5	Describes the influence of religious traditions in the life of adherents
P6	Selects and uses relevant information about religion from a variety of sources
P7	Undertakes effective research about religion, making appropriate use of time and resources
P8	Uses appropriate terminology related to religion and belief systems
P9	Effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.

Year 11 Assessment Schedule 2021

The internal assessment schedule for Studies of Religion will assess knowledge, understanding and skill syllabus outcomes.

Types of assessments include: Research, written response, analysis of stimulus material and test/examination activities.

Component	Activity 1 TERM 1 Week 2	Activity 2 TERM 3 Week 2	Activity 3 TERM 3	Weighting
	Religious Depth Tradition Islam <i>In Class Activity</i>	Religious Depth Tradition Christianity <i>Submission</i>	All Course Content <i>Examination</i>	
	OUTCOMES ASSESSED P1, P2, P3, P7, P8, P9	OUTCOMES ASSESSED P3, P4, P5, P6, P7, P8, P9	OUTCOMES ASSESSED P1, P2, P4, P5, P6, P8, P9	
Knowledge and understanding of course content	5	5	10	20
Source-based skills	5	5		10
Investigation and research	5	5		10
Communication of information, ideas and issues in appropriate forms		5	5	10
Weighting	15	20	15	50

The Year 11 formal school-based assessment program is to reflect the following requirements:

- § three assessment activities
- § the minimum weighting for an individual activity is 20%
- § the maximum weighting for an individual activity is 40%
- § only one activity may be a formal written examination with a maximum weighting of 30%.

Studies of Religion 2 Unit

Course Content:

- Nature of Religion and Beliefs
- Religious Tradition Study 1 - ISLAM
- Religious Tradition Study 2 - JUDAISM
- Religious Tradition Study 3 - CHRISTIANITY
- Religions of Ancient Origin
- Religion in Australia pre-1945.

Outcomes: *A student*

P1	Describes the characteristics of religion and belief systems
P2	Identifies the influence of religion and belief systems on individuals and society
P3	Investigates religious traditions and belief systems
P4	Examines significant aspects of religious traditions
P5	Describes the influence of religious traditions in the life of adherents
P6	Selects and uses relevant information about religion from a variety of sources
P7	Undertakes effective research about religion, making appropriate use of time and resources
P8	Uses appropriate terminology related to religion and belief systems
P9	Effectively communicates information, ideas and issues using appropriate written, oral and graphic forms.

Year 11 Assessment Schedule 2021

The internal assessment schedule for Studies of Religion will assess knowledge, understanding and skill syllabus outcomes.

Types of assessments include: Research, written response, analysis of stimulus material and test/examination activities.

Component	Activity 1 Term 1 Week 10	Activity 2 Term 2 Week 9	Activity 3 Term 3	Weighting
	Religious Tradition Judaism <i>In-Class</i>	Religious Tradition Islam Research <i>Submission</i>	Examination Entire Course <i>Activities Week</i>	
	OUTCOMES ASSESSED P3, P4, P5,	OUTCOMES ASSESSED P5, P6, P7, P8	OUTCOMES ASSESSED P2, P4, P8	
Knowledge and understanding of courses content	15	10	15	40
Source-based skills		5	10	20
Investigation and Research	10	10		20
Communication of information, ideas and issues in appropriate forms	10	10	5	20
Weighting	35	35	30	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- § three assessment activities
- § the minimum weighting for an individual activity is 20%
- § the maximum weighting for an individual activity is 40%
- § only one activity may be a formal written examination with a maximum weighting of 30%.

English Standard

Year 11 Assessment Schedule 2021

Activity Number	Activity 1	Activity 2	Activity 3	
Nature of Activity	Reading to Write Imaginative Composition with Reflection	Contemporary Possibilities Multimodal Presentation	Yearly Examination Including Close Study of Literature	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 6-8	
Outcomes Assessed	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-9	EN11-1, EN11-2, EN1-3, EN11-4, EN11-5, EN11-6, EN11-9	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-8	
Components	Weighting %			
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

English Advanced

Year 11 Advanced Assessment Schedule 2021

Activity Number	Activity 1	Activity 2	Activity 3	
Nature of Activity	Reading to Write Imaginative Composition with Reflection	Close Study Multimodal Presentation	Yearly Examination Including Narratives that Shape our World	
Timing	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 6-8	
Outcomes Assessed	EA11-1 EA11-3, EA11-4, EA11-5, EA11-6, EA11- 7, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-8	EA11-1, EA11-3, EA11-4, EA11-5, EA11-6, EN11-7, EA11-8	
Components	Weighting %			
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

English Extension

Year 11 Assessment Schedule 2021

Activity Number	Activity 1	Activity 2	Activity 3	
Nature of Activity	Imaginative Response with Reflection and Bibliography	Multimodal Presentation of Independent Research Project with Reflection and Annotated Bibliography	Yearly Examination including Extended Response with Related Material	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 6-8	
Outcomes Assessed	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
Components	Weighting %			
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

Ancient History (2 Unit)

Course Outcomes

A student:

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

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

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

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

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

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

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

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

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

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

Year 11 Ancient History Assessment 2021				
Component	Activity 1	Activity 2	Activity 3	Weighting
	ICT / Written Response Activity (hand in)	Historical Investigation (hand in)	All Topics Examination	
	Term 1 Week 7	Term 2 Week 3	Examination Block Term 3 Weeks 6-7	
	Outcomes: AH11.2, AH11.5, AH11.7, AH11.8, AH11.10	Outcomes: AH11.3, AH11.4, AH11.5, AH11.6, AH11.7, AH11.8, AH11.9	Outcomes: AH11.3, AH11.4, AH11.6, AH11.7, AH11.9	
Knowledge and understanding of course content	5	5	30	40
Historical skills in the analysis and evaluation of sources and interpretations	10	10		20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Weighting (%)	30	30	40	100

Biology

Table 1

Year 11 Course (120 hours)	Working Scientifically	Modules	Indicative hours	Depth Studies
		Modules 1 Cells as the Basis of Life	60	15 hours in modules 1-4
		Module 2 Organisation of Living Things		
		Module 3 Biological Diversity	60	
		Module 4 Ecosystem Dynamics		

Table 2

The Components in TABLE 1 will be assessed in the following activities. Each activity may assess all or several of the components. Each activity will be based on a selection of the Content areas listed in TABLE 1.

Component	Activity 1	Activity 2	Activity 3	Weighting
	<i>Data Processing</i>	<i>Depth Study</i>	<i>Theory Examination</i>	
	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 6-8	
	Outcomes BIO11-1 - BIO11-7 (except BIO11-3) BIO11-8	Outcomes BIO11-1 - BIO11-7 BIO11-9	Outcomes BIO11-1 - BIO11-11 (except BIO11-3)	
Skills in Working Scientifically: <ul style="list-style-type: none"> • Questioning and Predicting • Planning Investigations • Conducting Investigations • Processing Data and Information • Analysing Data and Information • Problem Solving • Communicating 	20	20	20	60
Knowledge and Understanding	10	10	20	40
Weighting	30	30	40	100

Business Studies (2 Unit)

Year 11 Course Outcomes

A student:

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

Year 11 Business Studies Assessment 2021				
Component	Activity 1	Activity 2	Activity 3	Weighting
	Nature of Business Research Activity (hand in)	Business Management Business Report (in-class)	All Topics Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 6-8	
	Outcomes: P1, P2, P7, P9	Outcomes: P4, P5, P8, P9	Outcomes: P1-P6, P8-P10	
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills		10	10	20
Inquiry and research	20			20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Weighting	30	30	40	100

Chemistry

Table 1

Year 11 Course (120 hours)	Working Scientifically	Modules	Indicative Hours	Depth Studies
		Module 1 Properties and structure of matter	60	15 hours in modules 1-4
		Module 2 Introduction to quantitative chemistry		
		Module 3 Reactive Chemistry	60	
		Module 4 Drivers of reactions		

Table 2

The Components in TABLE 1 will be assessed in the following activities. Each activity may assess all or several of the components. Each activity will be based on a selection of the Content areas listed in TABLE 1.

Component	Activity 1	Activity 2	Activity 3	Weighting
	<i>Practical Skills</i>	<i>Depth Study</i>	<i>Theory Examination</i>	
	Term 1 Week 7	Term 2 Week 9	Term 3 Weeks 6-8	
	Outcomes CH11-1 - CH11-8	Outcomes CH11-1 - CH11-7 CH11-10	Outcomes CH11-1 - CH11-11 (except CH11-3)	
Skills in Working Scientifically: <ul style="list-style-type: none"> • Questioning and Predicting • Planning Investigations • Conducting Investigations • Processing Data and Information • Analysing Data and Information • Problem Solving • Communicating 	20	20	20	60
Knowledge and Understanding	10	10	20	40
Weighting	30	30	40	100

Community and Family Studies (2 Units) (CAFS)

Term	Activity and Weighting	Topic	Outcomes Assessed	Activity Type	Date Due
1	1 (30%)	Resource Management	P1.1, P1.2, P4.2, P5.1, P6.1	Case Study and Research (hand in before school)	Week 6
2	2 (35%)	Individuals and Groups	P2.1, P3.2, P4.1, P4.2, P6.1	Oral Presentation in class (hand in script before school)	Week 8
3	3 (35%)	All Topics	P2.3, P3.1, P4.2	Written Test	Assessment Activities Week

Dance

Year 11 Dance Course

Assessment Overview 2021

Activity	Date	Description	Outcomes	Weighting %			
				Composition	Appreciation	Performance	TOTAL
1	Term 1 <u>Week 9</u> Tue 23 Mar D2 P1-P2 Technique Exam, Interview and Safe dance Journal	Technique Exam, Interview and Safe dance Journal	P2.1, P2.2, P2.3, P2.4, P2.5			40	40
2	Term 2 <u>Week 7</u> Tue 01 June D2 P1-P2 Composition, Interview & Process Diary	Composition, Interview and Process Diary	P3.1, P3.2, P3.3, P3.4, P3.5, P3.6	30			30
3	Term 3 <u>Weeks 6-8</u> Dance Analysis Exam	Dance Analysis Exam	P4.1, P4.2 P4.3, P4.4		30		30
TOTAL				30	30	40	100

Interrelated Practices Outcomes: P1.1, P1.2, P1.3

Design and Technology

Year 11 - Assessment Activities 2021

Term	Outcomes	Activity	Date	Knowledge and understanding of course content: Weighting	Knowledge and skills in designing, managing, producing and evaluation design projects: Weighting
1	P1.1, P5.2,	Activity 1: Hand in and in-class activity	Term 1 Week 7	20%	10%
3	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	Activity 2: Examination	Term 3 Weeks 6-8 Year 11 Assessment Activities Week	20%	10%
3	P1.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	Activity 3: Submission: Product and Portfolio	Term 3 Week 9		40%

Drama

Year 11 Assessment schedule 2021

Term	Topic	Focus	Description	Outcomes	Learning Activity
Term 1 Weeks 1-10	Practitioners and Performance Styles	Improvisation and Acting	The focus of this unit is to introduce students to the more advanced skills of improvisation. Using this knowledge, they will extend their improvisation and acting skills to explore, create and enact interesting characters and situations.	P1.1, P1.2 P1.3, P1.4, P1.5, P1.6 P1.7, P2.1 P2.2, P2.3 P2.4, P2.5 P2.6, P3.1 P3.2, P3.3	Activity 1 Term 1 Week 10 Tue 30 Mar Day 7 P3-P4: MCR Monologue Performance and Logbook submission Weighting: 30% Assessment Outcomes: P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P2.1, P2.2, P2.3, P2.4, P3.2, P3.3
Term 3 Weeks 3-10	Theatrical Traditions and Performance Styles	Theatrical styles and conventions	Theatrical styles and conventions are constantly changing. In this unit students explore the historical, social and cultural contexts of Drama and Theatre. They will develop their knowledge and understanding of a variety of styles and techniques used by influential practitioners.	P1.3, P1.4, P1.6, P2.4, P2.6, P3.1, P3.2, P3.3, P3.4	Activity 2 Term 3 Activity Week Written Examination Weighting: 40%; Assessment Outcomes: P3.1, P3.2, P3.3
Term 3 Weeks 1-10	Playbuilding	Playbuilding - Group Devised Drama (Grotowski, Boal, Artaud, or Brecht)	This unit ensures that students understand the Playbuilding process and are able to use it to achieve a clear dramatic purpose.	P1.1, P1.2, P1.4, P1.5, P1.6, P2.2, P2.3, P2.6, P3.1, P3.2	Activity 3 Term 3 Week 10 Tue 14 Sep D7 P3-P4: MCR Playbuilding - Group Performance and logbook submission Weighting: 30%; Assessment Outcomes: P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P2.1, P2.2, P2.3, P2.4

Earth and Environmental Science

Table 1

2021 Year 11 Course (120 hours)	Working Scientifically	Modules	Indicative Hours	Depth Studies
		Module 1 Earth’s Resources	60	15 hours in modules 1-4
		Module 2 Plate Tectonics		
		Module 3 Energy Transformations	60	
		Module 4 Human Impacts		

Table 2

The Components in TABLE 1 will be assessed in the following activities. Each activity may assess all or several of the components. Each activity will be based on a selection of the Content areas listed in TABLE 1.

Component	Activity 1	Activity 2	Activity 3	Weighting
	<i>Data Processing</i>	<i>Depth Study</i>	<i>Theory Examination</i>	
	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 6-8	
	Outcomes EES11-1 - EES11-8 (except EES11-3)	Outcomes EES11-1 - EES11-9	Outcomes EES11-1 - EES11-11 (except EES11-3)	
Skills in Working Scientifically: <ul style="list-style-type: none"> • Questioning and Predicting • Planning Investigations • Conducting Investigations • Processing Data and Information • Analysing Data and Information • Problem Solving • Communicating 	20	20	20	60
Knowledge and Understanding	10	10	20	40
Weighting	30	30	40	100

Economics (2 Unit)

Year 11 Course Outcomes

A student:

- P1** demonstrates understanding of economic terms, concepts and relationships
- P2** explains the economic role of individuals, firms and government in an economy
- P3** describes, explains and evaluates the role and operation of markets
- P4** compares and contrasts aspects of different economies
- P5** analyses the relationship between individuals, firms, institutions and governments in the Australian economy
- P6** explains the role of government in the Australian economy
- P7** identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8** applies appropriate terminology, concepts and theories in economic contexts
- P9** selects and organises information from a variety of sources for relevance and reliability
- P10** communicates economic information, ideas and issues in appropriate forms
- P11** applies mathematical concepts in economic contexts
- P12** works independently and in groups to achieve appropriate goals in set timelines.

Year 11 Economics Assessment 2021				
Component	Activity 1	Activity 2	Activity 3	Weighting
	Topics: Introduction to Economics/ Markets In-class test	Topic 4 Labour Markets Research Activity (hand in)	All Topics Examination	
	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 6-8	
	Outcomes: P1, P3, P8, P10	Outcomes: P1, P5, P9 P10	Outcomes: P1-P8, P10, P11	
Knowledge and understanding of course content	10	5	25	40
Stimulus-based skills	10		10	20
Inquiry and research		20		20
Communication of economic information, ideas and issues in appropriate forms	5	10	5	20
Weighting (%)	25	35	40	100

Food Technology

Year 11 Assessment Activities 2021

Activity Number	Activity 1	Activity 2	Activity 3	
Nature of Activity	Nutrition Investigation (written and practical)	Food Quality (written and practical)	Yearly Examination	
Date	Term 1 Week 9 Part 1: Prac Part 2: Written	Term 2 Week 5 Part 1: Prac Part 2: Written	Term 3 Weeks 6-7 Assessment Block	
Outcomes Assessed	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P1.1, P1.2, P2.1, P2.2, P4.4, P5.1	
Out of Marks				
Components	Weighting			
Knowledge and understanding of course content	10		30	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	10	20		30
Total %	30	30	40	100

Languages

Italian Continuers (2 Unit)

Stage 6 Year 11 2021 Assessment Schedule

Component	Activity 1	Activity 2	Activity 3	Weighting %
	Timing Term 1 Week 7	Timing Term 2 Week 7	Timing Term 3 Timetable TBA	
	Outcomes Assessed 1.1, 1.2, 1.3, 1.4, 3.1, 3.2	Outcomes Assessed 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1	Outcomes Assessed 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1	
Listening		20	10	30
Reading		20	10	30
Speaking	10		10	20
Writing	10		10	20
Total %	20	40	40	100

Legal Studies (2 Unit)

Year 11 Course Outcomes

A student:

- P1** identifies and applies legal concepts and terminology
- P2** describes the key features of Australian and international law
- P3** describes the operation of domestic and international legal systems
- P4** discusses the effectiveness of the legal system in addressing issues
- P5** describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.
- P6** explains the nature of the interrelationship between the legal system and society.
- P7** evaluates the effectiveness of the law in achieving justice.
- P8** locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
- P9** communicates legal information using well-structured responses
- P10** accounts for differing perspectives and interpretations of legal information and issues.

Year 11 Legal Studies Assessment 2021				
Component	Activity 1	Activity 2	Activity 3	Weighting
	The Legal System In-Class Test	The Individual and the Law Hand in Research Activity	All Topics Examination	
	Term 1 Week 8	Term 2 Week 7	Term 3 Exam Period Weeks 6-8	
	Outcomes: P1,P2, P6, P9	Outcomes: P1,P4, P8, P9	Outcomes: P1-P7, P9, P10	
Knowledge and understanding of course content	10	5	25	40
Analysis and evaluation	10	5	5	20
Inquiry and research		20		20
Communication of legal information, issues and ideas in appropriate forms.	5	5	10	20
Weighting (%)	25	35	40	100

Mathematics Standard - Year 11 Course

Course Outcomes: Through studying this course, a student:

MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant unit
MS11-4	performs calculations in relation to two-dimensional and three-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multi-stage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of context
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations.

2021 Assessment Schedule

	Assessment	Activity 1	Activity 2	Activity 3
	Term	1	2	3
	Week*	7	6	6-8
	Type	In-class Test	Hand-in Assignment	Final Test
	Content Could include*	<ul style="list-style-type: none"> Earning and Managing Money Formula and Equations 	<ul style="list-style-type: none"> Measurement Statistical Analysis 	All prior topics plus: <ul style="list-style-type: none"> Linear Relationships Interest and Depreciation
	Outcomes	MS11 - 1, 2, 5, 6, 9, 10	MS11 - 2, 3, 4, 7, 8, 9, 10	All Outcomes
Component	Weighting	30%	30%	40%
Concepts, skills and techniques	50%	15	15	20
Reasoning and communication	50%	15	15	20
TOTAL	100%	30	30	40

** **NOTE:** Assessment activity timing and content are a guide only. Assessment timing and content may be changed to suit students' needs and unforeseen circumstances. The date and content details will be confirmed in Assessment Notifications published three weeks prior to each assessment activity.*

Mathematics - Year 11 Course

This assessment outline is for all students studying this course, including Year 11 students and Accelerated Year 10 students.

Course Outcomes: Through studying this course, a student:

MA11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-9	provides reasoning to support conclusions which are appropriate to the context.

2021 Assessment Schedule

	Assessment	Activity 1	Activity 2	Activity 4
	Term*	1	2	3
	Week*	7	6	6-8
	Type	In-Class Test	Hand-in Assignment	Final Test
	Content Could Include*	<ul style="list-style-type: none"> Algebraic Techniques Number and Surds Functions and Graphs 	<ul style="list-style-type: none"> Functions and Relations Trigonometry The Coordinate Plane 	All previous, plus: <ul style="list-style-type: none"> Exponential and Logarithmic Functions Differentiation Extending Calculus
	Outcomes	MA11-1,2,8&9	MA11-1,2,3,4,8&9	MA11-1-9
Component	Weighting	30%	30%	40%
Concepts, skills and techniques	50%	15	15	20
Reasoning and communication	50%	15	15	20
TOTAL	100%	30	30	40

*** NOTE:** Assessment activity timing and content are a guide only. Assessment timing and content may be changed to suit students' needs and unforeseen circumstances. The date and content details will be confirmed in Assessment Notifications published in Google "Classrooms" at least three weeks prior to each assessment activity.

Mathematics Extension 1 - Year 11 Course

This assessment outline is for all students studying this course in 2021, including Year 11 students and Accelerated Year 10 students.

Course Outcomes: Through studying this course, a student:

ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs.

2021 Assessment Schedule

	Assessment	Activity 1	Activity 2	Activity 3
	Term*	1	2	3
	Week*	7	5	6-8
	Type	In-class Test	Hand-in Assignment	Final Test
	Content Could Include*	<ul style="list-style-type: none"> Polynomials Working with Combinatorics 	<ul style="list-style-type: none"> Further work with Functions Inverse Trigonometric Functions 	All previous, plus <ul style="list-style-type: none"> Further Trigonometric Identities Rates of Change
		<i>Assessment may also cover extensions of the "Mathematics Advanced" course.</i>		
	Outcomes	11ME - 1,2,5,6,7	11ME - 1,2,3,6,7	11ME - 1-7
Component	Weighting	30%	30%	40%
Concepts, skills and techniques	50%	15	15	20
Reasoning and communication	50%	15	15	20
TOTAL	100%	30	30	40

*** NOTE:** *Assessment activity timing and content are a guide only. Assessment timing and content may be changed to suit students' needs and unforeseen circumstances. The date and content details will be confirmed in Assessment Notifications published in Google "Classrooms" at least three weeks prior to each assessment activity.*

Accelerated Mathematics - Year 12 Advanced (2 Units)

Those students in Year 11 who are in the Accelerated Mathematics pathway are studying the HSC Mathematics Advanced Course along with current Year 12 students. They will partake in the same assessment program as all other students studying the Mathematics Advanced HSC course this year, as outlined below. These students were given the HSC Assessment handbook in Term 4 2020. This version is a copy of the relevant sections of that, updated in Term 1 2021, included here in the Year 11 Assessment Handbook for the convenience of those students.

Assessment Commences: Term 4 2020

Assessment	Activity 1	Activity 2	Activity 3	Activity 4
Term*	2020 - Term 4	2021 - Term 1	2021 - Term 2	2021 - Term 3
Weighting	25%	20%	25%	30%
Type	In-Class Test	Assignment	Mixed-Mode	Trial Examination
Content Could include*	<ul style="list-style-type: none"> Differentiation Probability and Discrete Probability Distributions Sequences and Series Graphs and equations Curve sketching using the derivative 	<ul style="list-style-type: none"> Curve sketching using the derivative Integration The Exponential and Logarithmic functions The Trigonometric functions 	<ul style="list-style-type: none"> Displaying and Interpreting Data Continuous Probability Distributions Trigonometric Functions 	All previous, plus: <ul style="list-style-type: none"> Series and Finance Motion and Rates (Though these may be left till after the Trial examination)
Outcomes	MA12: 1, 2, 3, 4, 6, 8, 9,10	MA12: 1, 3, 5, 6, 7, 9, 10	MA12: 8-10	MA12: 1-10

MA12-1	uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts
MA12-2	models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques
MA12-3	applies calculus techniques to model and solve problems
MA12-4	applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems
MA12-5	applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs
MA12-6	applies appropriate differentiation methods to solve problems
MA12-7	applies the concepts and techniques of indefinite and definite integrals in the solution of problems
MA12-8	solves problems using appropriate statistical processes
MA12-9	chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use
MA12-10	constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context.

NOTES: Assessment Activity timing and content are a guide only. Assessment timing and content may be changed to suit students' needs and unforeseen circumstances. The date and content details will be in Assessment Notifications published on Classroom at least three weeks prior to each Assessment Activity.

Mixed-Mode Activities will have an in-class component but will require work to be done by students prior to the test, which may be required to be submitted for marking. Details of these will be included with Assessment Notifications.

Year 11 Course content is assumed knowledge for all Year 12 Assessment Activities and may be directly assessed.

Components	Weighting
Understanding, fluency and communication	50%
Problem-solving, reasoning and justification	50%

EXTERNAL HSC EXAMINATION

	3 hour paper with 10 min reading time	Total Marks = 100
Section I	Objective-response questions	10
Section II	37 to 42 items of various length and marking value	90

Further guidance related to assessment and the HSC examinations can be found on the NESA's website at [Assessment and Reporting in Mathematics Advanced Stage 6](#)

Accelerated Mathematics - Year 12 Extension 1

(1 unit or 2 units if studied with Extension 2)

Assessment Commences: Term 4 2020

Assessment	Activity 1	Activity 2	Activity 3	Activity 4
Term*	2020 - Term 4	2021 - Term 2	2021 - Term 2	2021 - Term 3
Weighting	25%	20%	25%	30%
Type	In-Class Test	Assignment	Mixed-Mode	Trial Examination
Content Could include*	<ul style="list-style-type: none"> • Further Rates • Binomial Expansion and Pascals Triangle • Mathematical Induction 	<ul style="list-style-type: none"> • Vectors • Further Trigonometry • Further Calculus 	<ul style="list-style-type: none"> • Further Calculus • Differential Equations • Further Probability Distributions 	All previous, plus: <ul style="list-style-type: none"> • Projectile Motion
Outcomes	ME12: 1, 6, 7	ME12: 1, 2, 3, 4, 6, 7	ME12: 1, 4, 5, 6, 7	ME12: 1-7

ME12-1	applies techniques involving proof or calculus to model and solve problems
ME12-2	applies concepts and techniques involving vectors and projectiles to solve problems
ME12-3	applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations
ME12-4	uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution
ME12-5	applies appropriate statistical processes to present, analyse and interpret data
ME12-6	chooses and uses appropriate technology to solve problems in a range of contexts
ME12-7	evaluates and justifies conclusions, communicating a position clearly in appropriate mathematical forms.

***NOTES:** Assessment Activity timing and content are a guide only. Assessment timing and content may be changed to suit students' needs and unforeseen circumstances. The date and content details will be in Assessment Notifications published on Classroom at least three weeks prior to each Assessment Activity.

Mixed-Mode Activities will have an in-class component but will require work to be done by students prior to the test, which may be required to be submitted for marking. Details of these will be included with Assessment Notifications.

Year 11 Course content and **Mathematics Advanced** content is assumed knowledge for all Year 12 Extension 1 Assessment Activities and may be directly assessed.

Components	Weighting
Understanding, fluency and communication	50%
Problem-solving, reasoning and justification	50%

EXTERNAL HSC EXAMINATION

Note that Mathematics Extension 1 students also sit the "Mathematics Advanced" HSC paper.

	2 hour paper with 10 min reading time	Total Marks = 70
Section I	Objective-response questions	10
Section II	Between 23 to 28 items of varying length and mark value	60

Further guidance related to assessment and the HSC examinations can be found on the NESA's website [Assessment and Reporting in Mathematics Extension 1 Stage 6](#)

Modern History (2 Unit)

Year 11 Course Outcomes

A student:

- MH11-1** describes the nature of continuity and change in the modern world
- MH11-2** proposes ideas about the varying causes and effects of events and developments
- MH11-3** analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH11-4** accounts for the different perspectives of individuals and groups
- MH11-5** examines the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH11-6** analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7** discusses and evaluates differing interpretations and representations of the past
- MH11-8** plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9** communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH11-10** discusses contemporary methods and issues involved in the investigation of modern history.

Year 11 Modern History Assessment 2021				
Component	Activity 1	Activity 2	Activity 3	Weighting
	Source-based Written Activity	Historical Investigation	All Topics	
	Term 1 Week 10	Term 2 Week 5	Term 3 Assessment Activities Week Weeks 6-7	
	Outcomes: MH11-6, MH11-7, MH11-9, MH11-10	Outcomes: MH11-2-MH11-9	Outcomes: MH11-3-MH11-7, MH11-9	
Knowledge and understanding of course content	5	5	30	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	10	5	20
Weighting	30	30	40	100

Music 1

YEAR 11 2021 ASSESSMENT SCHEDULE			
Term	Topic	Outcomes	Assessment
1 Weeks 2-11 38 hrs	Music of Radio Film TV and Multimedia. Focus: Notation, Concepts of Music, Sibelius . Film Music . Television Music	P1, P4, P6, P8, P9	Activity 1: Week 7 Thu 11 March Day 4 P1-P2 Musicology Viva M = 15% In class Performance: P = 10%
2 Weeks 1-9 34 hrs	Music for Large Ensembles Focus: Orchestral Music . Historical overview . Program Music . Symphony . Concerto	P2, P4, P5, P6, P7, P8, P9 P1, P3, P5, P6, P8	Activity 2: Week 7 Thu 03 June Day 4 P1-P2: In class Composition and Portfolio C = 25% (hand in) Aural Activity (In class) A = 10%
3 Weeks 1-10 38 hrs	Music for Small Ensembles:	P1, P2, P4, P5, P6, P7, P8, P9, P10	Activity 3: Week 7 Thu 26 Aug Day 4 P1-P2: Performance: P = 15% Aural and Musicology Examination. A = 15%, M = 10%

PD/H/PE

Personal Development, Health and Physical Education (2 Units)

Term	Activity and Weighting	Topic	Outcomes Assessed	Activity Type	Date Due
1	1 (35%)	Better Health for Individuals	P2, P5, P15, P16	Hand in Research Activity	Week 6
2	2 (30%)	Body in Motion	P7, P8, P9, P16, P17	In class Research and Analysis Activity	Week 7
3	4 (35%)	All Topics	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	Written Test	Assessment Activities Week

Philosophy 1 Unit

Course Content:

- Fundamentals of Reason
- Reason in Philosophy (Religion, Science, Mind)
- Moral Philosophy and Schools of Thought.

Outcomes: *A student*

P1	Students use investigative methods, principles of premise and critical reasoning to think and argue philosophically.
P2	Students evaluate philosophical and ethical approaches to making meaning.
P3	Students review and predict how philosophical and ethical thinking has a role in human affairs.
P4	Students reflect on, evaluate and respond to a range of human issues by selecting from a repertoire of philosophical and ethical strategies.

Assessment Schedule 2021

The internal assessment schedule for **Philosophy** will assess knowledge, understanding and skill outcomes. Types of assessments include: Research, written response and analysis of stimulus material activities.

Assessment Commences: Term 1 2021

Component	Activity 1 TERM 1 Week 7	Activity 2 TERM 2 Week 8	Activity 3 TERM 3	Weighting
	Fundamentals of Reason <i>Hand in Activity/Socratic Circle Participation</i>	Reason in Philosophy (Religion, Science, Mind) <i>Presentation Upload</i>	Moral Philosophy and Schools of Thought <i>In class written response</i>	
	OUTCOMES ASSESSED P1, P2	OUTCOMES ASSESSED P2, P3	OUTCOMES ASSESSED P3, P4	
Knowledge and understanding of course content	5	5	10	20
Source-based skills	5		5	10
Investigation and research	5	5		10
Communication of information, ideas and issues in appropriate forms		5	5	10
Weighting	15	15	20	50

Physics

Table 1

2021 Year 11 Course (120 hours)	Working Scientifically	Modules	Indicative hours	Depth Studies
		Module 1 Kinematics	60	15 hours in modules 1-4
		Module 2 Dynamics		
		Modules 3 Waves and Thermodynamics	60	
		Module 4 Electricity and Magnetism		

Table 2

The Components in TABLE 1 will be assessed in the following activities. Each activity may assess all or several of the components. Each activity will be based on a selection of the Content areas listed in TABLE 1.

Component	Activity 1	Activity 2	Activity 3	Weighting
	<i>Depth Study</i>	<i>Data Processing</i>	<i>Theory Examination</i>	
	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 6-8	
	Outcomes PH11-1 - PH11-9	Outcomes PH11-4 PH11-5 PH11-6 PH11-7 PH11-10	Outcomes PH11-1 – PH11-11 (except PH11-2 and PH11-3)	
Skills in Working Scientifically: <ul style="list-style-type: none"> • Questioning and Predicting • Planning Investigations • Conducting Investigations • Processing Data and Information • Analysing Data and Information • Problem Solving • Communicating 	20	20	20	60
Knowledge and Understanding	10	10	20	40
Weighting	30	30	40	100

Society and Culture (2 Unit)

Year 11 Course Outcomes

A student:

- P1** identifies and applies social and cultural concepts
- P2** describes personal, social and cultural identity
- P3** identifies and describes relationships and interactions within and between social and cultural groups
- P4** identifies the features of social and cultural literacy and how it develops
- P5** explains continuity and change and their implications for societies and cultures
- P6** differentiates between social and cultural research methods
- P7** selects, organises and considers information from a variety of sources for usefulness, validity and bias
- P8** plans and conducts ethical social and cultural research
- P9** uses appropriate course language and concepts suitable for different audiences and contexts
- P10** communicates information, ideas and issues using appropriate written, oral and graphic forms.

Year 11 Society and Culture Assessment 2021				
Component	Activity 1	Activity 2	Activity 3	Weighting
	Social and Cultural World Research (Hand in)	Personal and Social Identity Oral Presentation	All Topics Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 6-7	
	Outcomes: P1, P3, P6, P9, P10	Outcomes: P1, P2, P3, P8	Outcomes: P3, P4, P7, P8, P9	
Knowledge and understanding of course content	20	10	20	50
Application and evaluation of social and cultural research methods	10	10	10	30
Communication of information, ideas and issues in appropriate forms		10	10	20
Weighting	30	30	40	100

Textiles and Design


Year 11 2021 Assessment Activity Schedule

Activity Number	Activity 1	Activity 2	Activity 3	
Nature of Activity	Design Submission: (Written and Practical)	Yearly Examination	Properties and Performance Submission: (Written and Practical)	
Date	Term 2 Week 1	Term 3 Weeks 7-8	Term 3 Week 9	
Outcomes Assessed	P1.1, P1.2, P2.1, P2.2, P2.3	P1.1, P1.2, P3.1, P3.2, P5.1, P5.2, P6.1	P1.2, P2.1, P2.2, P2.3, P3.2, P4.1	
Components	Weighting			
Knowledge and understanding of course content	10	30	10	50
Skills and knowledge in the design, manufacture and management of textiles projects	25		25	50
Total %	35	30	35	100

Visual Arts

Year 11 2021 Assessment Schedule

Activity	Activity 1	Activity 2	Activity 3	
	/Scape Experimentation and work in progress Submitted research into the practice of a landscape artist related to artmaking	Engage Artmaking submission of printmaking investigations into a contemporary social theme	Yearly Examination Art criticism and art history written examination	
Timing	Term 2 Week 2	Term 3 Weeks 4	Term 3 Assessment Activity Week	
Outcomes assessed	P1, P4-P6, P7-P8	P1-P6	P7-P10	
Components	Weighting %			
Artmaking	20	30		50
Art Criticism and Art History	20		30	50
Total %	40	30	30	100

	St Vincent's College ASSESSMENT ACTIVITY TEMPLATE	Student Name/Number
	Subject	
	Course	
	Year	
	Activity Number / Name	

Mode: Knowledge: Skills: 10%	Date Due: Term 1 Weeks 10/11 (Assessment Activities Week)	Weighting: 30%
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Assessment Policy:	It is your responsibility to adhere to the full Assessment Policy inclusive of the Illness/Misadventure Policy located in your Assessment Handbook.
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SUBMISSION INSTRUCTIONS
<ul style="list-style-type: none"> • • • This notification must be submitted with the Assessment Activity.

OUTCOMES BEING ASSESSED
H1. A student distinguishes and evaluates the values expressed through texts. H2. A student explains different ways of valuing texts. H4. A student develops and delivers sophisticated presentations.

ASSESSMENT ACTIVITY DESCRIPTION
<p><u>Tutorial ~ Oral and Visual Presentation</u></p> <p>You are a Joseph Heller. You have been invited to attend an interview by a university academic addressing how your text challenged ways of thinking during the 'After the Bomb' period.</p> <p>The interviewer opens controversially with the following line: <i>It has been said that your novel, <u>Catch 22</u> changed a generation's trust in language....</i></p> <p>Respond to this statement as a speech accompanied by a PowerPoint presentation that addresses the above quote with reference to the text <i>Catch 22</i> and ONE other related text.</p> <p>The focus of your tutorial should be to explore and evaluate how particular ways of thinking are shaped and reflected in <i>Catch 22</i> and another related text particularly:</p> <ul style="list-style-type: none"> • The scientific, religious, philosophical or economic paradigms of the Cold War period and how these shaped and are reflected in the texts. • The ways in which and the degree to which, a climate of Cold War anxiety permeates these texts. • The ways in which the texts' ideas, language forms and features characterise an intensified questioning of humanity and human values and beliefs. (This should also be supported by your reading of literary theory.) <p>Your speech should be no longer than 5 minutes (you will be asked to sit down at 5:30) and your PowerPoint should be predominantly visual with minimal written text to compliment your speech.</p>

ASSESSMENT ACTIVITY RUBRIC

Present the activity in the form of:

- Speech and PowerPoint presentation

You will be assessed on your ability to:

- Show an understanding of the ways of thinking relating to the Cold War era.
- Analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features.
- Present an understanding of the ways in which *Catch 22* was received then and has been since, as evidenced by wider reading and research.
- Engage and inform an audience through the use of techniques in speaking and visual representation. (PowerPoint)

MARKING CRITERIA	MARK
<ul style="list-style-type: none"> • Shows a sophisticated and perceptive understanding of the ways of thinking relating to the Cold War era. • Demonstrates a highly developed ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features. • Presents an insightful understanding of the ways in which <i>Catch 22</i> was received then and has been since, as evidenced by wider reading and research. • Engages and informs an audience through highly developed and skillful use of techniques in speaking and visual representation. (PowerPoint) 	2 5 - 3 0
<ul style="list-style-type: none"> • Shows a thoughtful understanding of the ways of thinking relating to the Cold War era. • Demonstrates a substantial ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features. • Presents a carefully considered understanding of the ways in which <i>Catch 22</i> was received then and has been since, as evidenced by wider reading and research. • Engages and informs an audience with an effective use of techniques in speaking and visual representation. (PowerPoint) 	1 9 - 2 4
<ul style="list-style-type: none"> • Shows a sound understanding of the ways of thinking relating to the Cold War era. • Demonstrates a competent ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features. • Presents an understanding of the ways in which <i>Catch 22</i> was received then and has been since with evidence of wider reading and research. • Engages and informs an audience with competent use of techniques in speaking and visual representation. (PowerPoint) 	1 3 - 1 8
<ul style="list-style-type: none"> • Shows a limited understanding of the ways of thinking relating to the Cold War era. • Demonstrates a limited ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features. • Presents a limited understanding of the ways in which <i>Catch 22</i> was received then and has been since with little evidence of wider reading and research. • Limited ability to engage and inform an audience through the use of techniques in speaking and visual representation. (PowerPoint) 	7 - 1 2
<ul style="list-style-type: none"> • Shows an elementary understanding of the ways of thinking relating to the Cold War era. • Demonstrates a basic ability to analyse and evaluate the ways in which the personal and political ramifications of the Cold War era are represented through the texts' ideas, language forms and features. • Presents a limited understanding of the ways in which <i>Catch 22</i> was received then and has been since with little or no evidence of wider reading and research. • An elementary ability to engage and inform an audience through the use of techniques in speaking and visual representation. (PowerPoint) 	1 - 6
<ul style="list-style-type: none"> • Non attempt, non serious attempt, virtual non attempt. 	0



MARKING

Marker: _____ Signature: _____ Date: --- _____

Mark: _____ / _____

Teacher Feedback (Informing - areas of strength/Transforming - areas for growth)

Student Reflection (Empowering learning growth from feedback)

I have learnt from this activity that...

I still need to grow my ability to...

I will do this by...

A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examination and assessment activities.

Account	Account for: State reasons for, report on. Give an account of: Narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analyse/ evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into

Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole.



REFERENCING, CITATION AND BIBLIOGRAPHIES

St Vincent's College uses the Harvard (6th edition) Referencing System. The Harvard System is the most common system used for bibliographic referencing internationally. This system is widely used in Australian schools and universities.

Harvard Terms

CITING/CITATION Citations provide brief details of the author and date of publication for referencing the work in the body of the text

BIBLIOGRAPHY An alphabetical list of sources that you have consulted during the research process. The bibliography (when used) appears at the end of your work.

REFERENCE LIST An alphabetical list of resources from which you have obtained your information. The reference list appears at the end of your work, before the bibliography.

END TEXT REFERENCES The bibliography and/or reference list attached to the end of your work.

Harvard Abbreviations

ed = editor

edn = edition

et al = and others (Latin)

p = page

pp = pages.

Citation and Reference List/Bibliography

The Harvard system is made up of two components; Citing in the text and a Reference List/Bibliography.

1. Citing in Text

The Harvard System of intext citation is straightforward, however, as with all referencing systems, **particular attention should be paid to punctuation**. Each citation in your text must have a corresponding entry in the Reference List and/or Bibliography, which you submit with your assignment. There are two types of intext citations, use the following explanations and examples as a guide.

- **Indirect Quotes or Paraphrasing**

When you are using another person's idea but not quoting directly, place the author's or authority's name, then the year of publication in brackets before or after referring to it.

Example: The work of Jones (2003) emphasised the need for high school students to gain a solid understanding of Harvard referencing principles.

- **Direct Quotes**

Insert the quote in parentheses, then include the author's surname, publication year followed by the page number.

Example: "Doing this online guide is nearly sending me around the twist." (Ball 2001, p7)

NB. Short quotations are placed in inverted commas, but quotations of more than three lines or of more than one sentence are typed single space without quotation marks and the whole paragraph is indented four spaces. Quotations, however, should be kept to a minimum.

Further information on citing sources can be accessed on the LRC page on the College website. See:

- Citing Sources: Quoting, Paraphrasing and Summarising
- Citing Sources: Plagiarism
- Citing Sources: When to Cite Sources.

2. Reference Lists and Bibliographies

Any item that has a citation in the text of the paper must be included in the reference list at the end of the paper.

Reference Lists and/or Bibliographies are both organised alphabetically. The same principles of order and punctuation apply however there are variations in the type of detail required. The following examples indicate formats and details required.

- **BOOKS**

Note: You should use the title page rather than the book cover as your authority.

Include the following information. The order is:

(1) Author(s), editor(s) or the institution responsible for writing the book

- (2) Date of publication
- (3) Title and subtitle (if any). NB can be underlined or highlighted or in italics, but be consistent
- (4) Series and individual volume number (if any)
- (5) Edition if not the first
- (6) Publisher
- (7) Town or City of publication if known.

Books with one author

Example: Tweet, E 1997, Bird Calls Crowe, Melbourne.

Books with up to three authors

Example: Ball, R J and Tall, E 1998, Rhyming Names Penguin, London.

Books with more than three authors

For books with more than three authors, use the first author and add et al.

Example: Molesworth, G et al 2002. Working in the Dark, Jacaranda Wiley, Milton Qld.

Books with an editor

For books that have no author but have an editor, use editor's surname, initials with (ed)

Example: Foley, P (ed). 1997 (ed) Irish in Australia Mick's Press, Sydney.

Books without an author or an editor

For books that have no author or editor use title in italics or underlined (publication date). Publisher,

Example: Persons unknown, 1997, The Spy Who Was Watts, London.

Books with edition if not the first

Example: Mohr, L B 1996. Impact Analysis for Program Evaluation 2nd edn, Sage, London.

▪ **ENCYCLOPAEDIA ARTICLES**

Include the following information. The order is:

- (1) Title of Encyclopaedia. NB can be underlined or highlighted or in italics, but be consistent
- (2) Year of publication
- (3) Edition
- (4) Publisher
- (5) Town or place of publication.

Example: World Book Encyclopaedia 1998, World Book, London.

▪ **NEWSPAPER ARTICLES**

Include the following information. The order is:

- (1) Author's surname, and initials
- (2) Date
- (3) 'Title of article'
- (4) Title of newspaper. NB can be underlined or highlighted or in Italics but be consistent
- (5) Date of publication
- (6) Page number of article.

Example: Samson, R 2003. 'The way things were' Sydney Morning Herald 23 April, p19.

▪ **JOURNAL ARTICLES**

Include the following information. The order is:

- (1) Author's surname, and initials
- (2) Date
- (3) 'Title of article'
- (4) Title of journal. NB can be underlined or highlighted or in Italics, but be consistent
- (5) Volume, number, month/season
- (6) Page number of article.

Example: Morteen, J 1994. 'Beyond the Pest Killers' Bugs and other Pests, Vol 6, No 8, September, pp 24-27.

▪ **INTERVIEWS**

Include the following information. The order is:

- (1) Author's surname, and initials
- (2) Month and Year
- (3) Title of interview (in italics)
- (4) Interviewer's name
- (5) Type of interview, (eg tape recording, video recording, transcript)
- (6) Place of interview.

Example: Tyrrell, R Mar 2003, The Benefits of Video in Teaching and Learning Francis, J [tape recording] St Vincent's College.

▪ **DATABASES**

Include the following information. The order is:

- (1) Title of the database
- (2) The producer
- (3) The vendor
- (4) Frequency of updating.

Example: AFG database, United Farmers Association, Century Times (vendor), monthly updating.

▪ **VIDEOS/FILMS/TV/RADIO**

Include the following information. The order is:

- (1) Title, (in italics or underlined)
- (2) Date
- (3) Format (eg video recording)
- (4) Publisher
- (5) Place of publication.

Example: Rainforests 2002, video recording, Living Planet, Sydney.

▪ **CD ROMS**

Include the following information. The order is:

- (1) 'Subject' (in single quotation marks)
- (2) Date
- (3) Title of CD-ROM (in italics or underlined)
- (4) CD-ROM [in square brackets]
- (5) Publisher
- (6) Place of publication.

Example: 'Transport' 1999, Fast trains [CD-ROM] Speedy Media, Paris.

▪ **WORLD WIDE WEB**

Include the following information. The order is:

- (1) Author (person, group or organisation responsible for the site)
- (2) Site date (the date the site was created, revised or updated)
- (3) Name of sponsor or publisher
- (4) Place of sponsor or publisher
- (5) Date of viewing of the site
- (6) URL.

Example: Department of Conservation 2003, Department of Conservation, Melbourne 21 June 2003.
<http://www.conservation.gov.au>.

▪ **EMAIL**

Include the following information. The order is:

- (1) Author's surname, and initials
- (2) Year
- (3) email

(4) Day and month of email.

- (5) Email address: *Example:* O'Brien, C 2003, email 30 June obrienc@stvincents.nsw.edu.au

YEAR 11 ASSESSMENT CALENDAR 2021

SUBJECT	TERM 1 WEEK Assessment Activity 1	DATE	TERM 2 WEEK Assessment Activity 2	DATE	TERM 3 - WEEKS 6-8 Mon 16-Fri 27 Aug CATCH UP 30-31 Aug Assessment Activities Week
SOR 1	N/A	N/A	Week 2 (P0)	Mon 26 April Day 6: AA1 In Class Response focused on <i>Islam</i> Depth Study	AA2: Tue 20 July Week 2 Day 7: Submission focused around <i>Christianity</i> Depth Study AA3: Timetable - to be advised
SOR 2	Week 10 (P0)	Mon 29 Mar D6 P0: In-Class Response focused on <i>Judaism</i> Depth Study	Week 9	Wed 16 July D3: Submission Response focused on <i>Islam</i> Depth Study	Timetable - to be advised
Ancient History	Week 7	Mon 08 Mar D1 P3-P4: <i>Human Remains</i> - ICT/Written Response	Week 3	Wed 5 May D3: Submission <i>Historical Investigation</i>	Timetable - to be advised
Earth and Environmental Science	Week 8	Fri 19 Mar D10 P2: Data Processing in class	Week 9	Tue 15 June D2: Depth Study submission	Timetable - to be advised
Biology	Week 8	Mon 15 Mar D6: P3: 11(1) P4: 11(2) Data Processing in class	Week 8	Weds 09 June D8 Depth Study submission	Timetable - to be advised
Business Studies	Week 8	Thursday, 18 March D9: Research Activity (Hand in - electronic submission)	Week 8	Mon 07 June D6 P0: In-class Business Report	Timetable - to be advised
Chemistry	Week 7	Thu 11 Mar D4 P1-P2: Practical skills in class	Week 9	Tue 15 June D2: Depth Study submission	Timetable - to be advised
CAFS	Week 6	Fri 05 Mar D10: Written submission. Resource Management - Scenario based activity	Week 8	Wed 09 June D8: Video Oral Presentation Submission on Individual and Groups.	Timetable - to be advised
Dance	Week 9	Tue 23 Mar D2 P1-P2: Technique Exam, Interview and Safe Dance Journal	Week 7	Tue 01 June D2 P1-P2: Composition, Interview and Process Diary	Timetable - to be advised
Design & Technology	Week 7	Fri 12 Mar D5 P4: Submission and in-class Response	N/A	N/A	AA2: Fri 10 Sep D5: Product and Portfolio submission AA3 Timetable: To be advised

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Drama	Week 10	Tue 30 Mar D7 P3-P4: MCR Monologue Performance and Logbook submission	N/A	NA	AA2 - Tue 14 Sep D7 P3-P4: MCR Playbuilding - Group Performance AA3: Timetable - to be advised
Economics	Week 9	Tue 23 Mar D2 P6: In-class test	Week 8	Tue 08 Jun D7: Hand-in Research Activity	Timetable - to be advised
English Standard	Week 9	Mon 22 Mar D1: Hand in Creative and Reflection Response	Week 6	Mon 24 May D6: Hand in Multimodal Response	Timetable - to be advised
English Advanced	Week 9	Mon 22 Mar D1: Hand in Creative and Reflection Response	Week 6	Mon 24 May D6: Hand in Multimodal response	Timetable - to be advised
English Extension 1	Week 10	Wed 31 Mar D8: Before School Hand in Imaginative, Reflection and Bibliography	Week 9	Wed 16 Jun D3: Hand-in Multimodal Presentation of Independent Research Project	Timetable - to be advised
Food Technology	Week 9	Tue 23 Mar D2 P1-P2: Activity 1 - Written Submission and Practical	Week 5	Tue 18 May D2 P1-P2: Written Submission and Practical	Timetable - to be advised
Italian Continuers	Week 7	Fri 12 Mar D5 P4: Activity 1 - Vlog Hand in and Writing in-class	Week 7	Thu 03 Jun D4 P5-P6: Response to Spoken and Written Texts in class	Timetable - to be advised
Legal Studies	Week 8 (P0)	Mon 15 Mar D6 P0: In-class test	Week 7	Mon 31 May D1: Research Activity (Hand in)	Timetable - to be advised
Maths Standard	Week 7 (P0)	Mon 08 Mar D1 P0: In-class test	Week 6	Thu 27 May D9: Hand-in Assignment	Timetable - to be advised
Maths Advanced	Week 7 (P0)	Mon 08 Mar D1 P0: In-class Test (Includes 10 Acc)	Week 6	Thu 27 May D9: Hand-in Assignment (Includes 10 Acc)	Timetable - to be advised
Maths Extension 1	Week 7 (P0)	Fri 12 Mar D5 P0: In-class test (Includes 10 Acc)	Week 5	Tue 18 May D2: Hand-In Assignment (Includes 10 Acc)	Timetable - to be advised
11Maths Adv ACC (as per 12 MAA)	Week 10	Wed 31 Mar D8: (With Y12) Hand-in Assignment	Week 5 (P0)	Mon 17 May D1 P0: In-class test (with Year 12)	Trial Timetable - to be advised
11Maths Ext1 ACC (as per 12 Ext1)	N/A	N/A	Week 1 Week 6	Wed 21 Apr D3: AA2 - Hand-In Tue 25 May D7 P0 lesson: AA3 In-class test (with Year 12)	Trial Timetable - to be advised
Modern History	Week 10	Tue 30 Mar D7 P5: In class Source-based Written Activity <i>The Cuban Revolution</i>	Week 5	Fri 21 May D5: Submission Historical Investigation	Timetable - to be advised

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Music 1	Week 7	Thu 11 Mar D4 P1-P2: In class Musicology Viva and in class Performance	Week 7	Thu 03 June D4 P1-P2: In class Composition and Portfolio (hand in) Aural Activity (in class)	Thu 26 Aug Week 7 P1-P2: Aural and Musicology Examination. Performance in the MCR
PD/H/PE	Week 6	Fri 05 Mar D10: Written Submission <i>Better Health for Individuals</i> - Research report on the health of young people in Australia.	Week 7	Fri 04 Jun D5 P3 - In class writing activity. <i>Body in Motion</i> - focussing on the movement of the body in a sport specific context.	Timetable - to be advised
Philosophy	Week 7	Tue 09 Mar D2 P4: Hand in and in class Socratic Discussion on <i>Fundamentals of Reason</i>	Week 8	Thu 10 Jun D9 P5: In Class Presentation on <i>Reasons in Philosophy</i>	Timetable - to be advised
Physics	Week 9	Tue 23 Mar D2 P1-P2: Depth Study submission and in class activity	Week 7	Tue 01 June D2 P1-P2: Data Processing in class	Timetable - to be advised
Society and Culture	Week 8	Tue 16 Mar D7: Research Activity / Hand in submission: <i>Social and Cultural World</i>	Week 8	Tue 08 June D7 P1; P6: Oral Presentation: <i>Personal Social Identity</i>	Timetable - to be advised
Textiles	N/A	N/A	Week 1	Fri 23 April D5: Project and Portfolio submission	AA2 - Wed 08 Sep D3: Project and Portfolio submission AA3: Timetable - to be advised
Visual Arts	N/A	N/A	Week 2	Fri 30 April D1: Activity 1 - Submission Artmaking and Critical/Historical Studies	AA2 - Fri 06 Aug Week 4 D10: Submission - Artmaking AA3: Timetable - to be advised

Key: D = Day P = Period



