



# **Year 11**

## **ASSESSMENT**

## **BOOKLET**

• 2020 •

## DOCUMENT CONTENTS

### GENERAL INFORMATION

➤ Courses Offered	4
➤ Introduction	5
➤ The Assessment Program	5
➤ Assessment Marks and Rankings	6
➤ Assessment Schedule for Year 11 VET Courses	6
➤ Satisfactory Completion of Courses	8
➤ 'N' Determinations	9
➤ Attendance	9
➤ Student Responsibilities	10
➤ Teacher Responsibilities	11
➤ Illness/Misadventure Appeals	12
➤ Reasonable Requests for Consideration	13
➤ Vocational Education and Training (VET)	14
➤ Year 11 Life Ready	14

## COURSES OFFERED

➤ Aboriginal Studies	16
➤ Ancient History	17
➤ Biology	18
➤ Business Studies	19
➤ Chemistry	20
➤ Community & Family Studies	21
➤ Economics	22
➤ English Advanced	23
➤ English Extension	24
➤ English Standard	25
➤ English Studies	26
➤ French Beginners	27
➤ Geography	28
➤ Industrial Technology	29
➤ Information Processes & Technology	30
➤ Italian Continuers	31
➤ Legal Studies	32
➤ Marine Studies	33
➤ Mathematics Advanced	34
➤ Mathematics Extension	35
➤ Mathematics Standard	36
➤ Modern History	37
➤ Music 1	38
➤ Personal Development, Health & Physical Education	39
➤ Photography, Video & Digital Imaging	40
➤ Physics	41
➤ Society & Culture	42
➤ Software Design & Development	43
➤ Sport, Lifestyle & Recreation Studies	44
➤ Visual Arts	45
➤ Work Studies	46

## 1. Introduction

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This document provides information relating to the assessment of the Year 11 courses at Kiama High School. The purpose of assessment is to:

- assist student learning;
  - evaluate and improve teaching and learning programs;
  - assess student achievement in the course;
  - provide evidence of satisfactory completion of the course

At the end of Term 3, 2020, the school will submit a Record of School Achievement grade for each student to the NSW Education Standards Authority (NESA). The grade is intended to indicate the student's achievements at the end of the Year 11 courses.

Assessment marks are based on:

- a wider range of syllabus outcomes than can be measured by the formal examinations; and
- multiple measures and observations made throughout the Year 11 courses, rather than a single assessment event.

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final assessment event. This also caters for knowledge and skills outcomes that are better assessed in specific settings or times, such as fieldwork and practical skills.

## 2. The Assessment Program

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The 2020 Year 11 Assessment Program begins during Term 1, 2020 and will continue up to the end of the Final Examinations in Term 3, 2020 . This booklet outlines, for each course studied, the:

- Number of tasks
- Weightings for each task
- Scheduling of tasks – Terms and weeks. There is, generally, two weeks' notice for the specific task throughout the assessment period.
- General nature of tasks
- KHS policies with respect to student absences for tasks, late submission of tasks, illness and misadventure processes, addressing malpractice, and student appeals.

While the schedule is provided as a guide, unforeseen circumstances may result in a change of date for an assessment task. Generally, students should expect at least two weeks' notice in writing if a change is necessary.

### 3. Assessment Marks and Rankings

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Students will be provided with an assessment mark (and rank where appropriate) for each assessment task completed. If necessary, students should appeal against an individual assessment mark or ranking **at the time the mark and ranking are received**.

In addition, students will be supplied with a course ranking for each reporting period and a final overall ranking, supplied after the completion of the Final Examinations at the end of Term 3.

### 4. Assessment Schedule for Year 11 VET Courses

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#### Formal Assessment

Assessment in HSC VET courses is competency based. This means that students need to demonstrate that they have gained, and can apply, the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways e.g. written tasks, practical demonstration, portfolio or assignment.

**(NB: See Construction, Hospitality and Metals & Engineering tables.)**

Students may be deemed 'Competent' if performance in all required assessment activities is satisfactory OR 'Not Yet Competent' if they are still developing skills and/or their performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for VET courses is in a different format to other Board Developed Courses.

Formal Assessment will be scheduled only when students have developed the necessary skills and underpinning knowledge to demonstrate competency.

Trainers will keep a record of units of competency achieved. Students may request to see this record at any time to determine their progress. Alternatively, students will be supplied with a competency log for maintaining a record of units achieved. Students are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. Students will also receive a report from the school each semester indicating competencies achieved to date.

#### **The achievement of units of competency will lead to:**

- a Certificate at Australian Qualifications Framework (AQF) Level I, II or III or;
- a Statement of Attainment (SOA) towards the AQF qualification.

A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW – Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

**Recognition of Prior Learning (RPL)** is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by the trainer.

**Credit Transfer** will be given for units of competency previously achieved with another RTO.

**Work placement is a mandatory HSC component in some courses and must be completed during the course.**

**(Refer to the specific course assessment summary for more detailed information).**

#### **NOTE**

- students will not be permitted to participate in a work placement if they are not deemed 'work ready' by the trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, students will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the assessment summary

**HSC Examination is only available in some VET courses.**

(Refer to the specific course assessment summary for more detailed information.)

- Optional for students completing the 240-hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only.  
(Refer to the specific course assessment summary for more detailed information.)
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.
- If students intend to use their VET course towards the calculation of the ATAR, the school must submit an estimated mark of their likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

## 5. Satisfactory Completion of Courses

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

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

Students must make a genuine attempt to complete course requirements and it is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements.

Further, a student must make a genuine attempt at assessment tasks.

Students must also fulfil the course completion criteria, above.

In the case of competency-based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether the attempts made by the student to complete the course are genuine.

Students studying VET Industry Curriculum Framework courses must complete the mandatory work placement hours in order to be deemed satisfactory.

Until a student presenting for a Higher School Certificate has satisfactorily completed courses totalling at least 12 units of Year 11 courses and 10 units of Year 12 courses that satisfy the NESA's pattern of study requirements, the student will not be eligible to receive the award of a Higher School Certificate.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the "N" Determination.

If, at any time, it appears that a student is at risk of being given an "N" (non-completion of course requirements) Determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian - in writing, if the student is under 18 years of age.

Students are expected to complete all tasks required – both assessable and non-assessable – in all courses they are studying.

## 6. 'N' Determinations

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If, at any time, it appears that a student is at risk of receiving an 'N' Determination (non-completion of course requirements) in any course, the Principal must:

- advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' Determination;
- advise the parent or guardian, in writing, if the student is under the age of 18;
- request from the student/parent/guardian a written acknowledgement of the warning;
- issue at least one follow-up warning letter, if the first letter is not effective.

## 7. Attendance

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Principals may determine that, as the result of absence, the course completion criteria might not be met. Students whose attendance is called into question will be required to prove, to the Principal's satisfaction, that they are meeting the course criteria.

At Kiama High School, students who are absent for more than eight days per term may have their performance reviewed. In individual subjects, students who are absent for eight periods in a subject per term may also have their performance reviewed.

### **ABSENCES IN ASSESSMENT TASKS OR EXAMINATIONS NOTIFICATION PERIODS**

It is considered **UNFAIR ADVANTAGE** if a student, **without a VALID REASON**:

- is not in attendance at all classes within the notification period before any assessment task or exam; or
- arrives more than 20 minutes late to their first scheduled class on the day of an assessment task or in-class exam; and/or
- does not attend ALL scheduled classes on the day of the assessment task or in-class exam.

Any absence in the school day prior to and/or on the day of the task will require a medical certificate.

It is not acceptable for a student to attend school to fulfil the requirements of an assessment task **only** and not be present at timetabled lessons for that particular day.

Students taking unfair advantage will have their marks penalised by an amount determined by the Assessment Review Panel, **but not less than 20%**.

### **NOTE**

During formal examination periods (final examinations etc) students in Years 11 are not required to attend normal lessons.



## 8. Student Responsibilities

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### Students must:

- ensure they have a copy of the Assessment Schedule for each course studied;
- ask their class teacher, after absences, whether any assessment notification has been given;
- present work according to the schedule of dates for assessment tasks;
- be aware of the penalties for late or non-submission of assessment tasks;
- be aware of the procedure to be followed if absent when a task is to be submitted, or completed
- in class;
- be aware of the procedures to be followed if absent for a formal examination;
- satisfactorily explain all full and partial absences;
- submit an **Assessment Task Appeal Application Form**, with supporting documentation, within
- two days of return to school after an absence, when necessary.

### When submitting work, students must:

- present their own work;
- submit work in an appropriate format;
- submit assessment tasks **BEFORE 8.55am** on the due date, unless they are to be completed as a discrete task in a scheduled lesson on the prescribed day or unless the Assessment Task Notification specifies submission at a different time.
- not interfere with the efforts of others.

### NOTE

Failure to submit an Assessment Task as per the requirements stated on the Assessment Task Notification may result in ZERO MARKS being awarded. Students may submit an Assessment Task Appeal Application.

## 9. Teacher Responsibilities

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The Deputy Principal/Head Teacher - Secondary Studies must ensure that students have a copy of the Assessment Schedule.

Class teachers must:

- follow the Assessment Schedule for their course;
- provide students at least two-weeks' written notice of the date of an assessment task, following NESA protocol for HSC internal assessment;
- ensure that absent students receive the information the next time the student attends the class;
- schedule tasks, as best as possible, such that they do not conflict with other assessment tasks;
- negotiate a suitable date with students concerned, in the event that an assessment task needs to be rescheduled. Generally, at least two-weeks' written notice should be given.

### NOTE

Students who are absent on the notification date of an assessment task may NOT request or be granted an extension on the basis of that absence. This includes absence due to TAFE or VET commitments, sporting events or any other school-endorsed activity. It is each student's responsibility to be aware of the scheduling of tasks in their courses and request any task notification sheets from their teacher upon their return to class.

## 10. Illness/Misadventure Appeals

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As has been mentioned, it is a student's responsibility to ensure that they are present for scheduled Assessment Tasks. If, however, a student becomes ill or suffers an accident that prevents the student from attending school, completing a scheduled task or submitting an assessment task by the due date, the student should submit an **Assessment Task Appeal Application Form**.

These are available from:

- the Head Teacher – Secondary Studies in J20,
- the KHS Administration Office,
- the sign-on desk in the Library,
- the KHS website,
- the Year Adviser.

The completed **Assessment Task Appeal Application Form**, together with supporting documentation, must be returned to the Head Teacher – Secondary Studies within **two** days of a student's return to school, after an absence, or within **two** days of the assessment task date, if there was no absence from school.

A sample of the **Assessment Task Appeal Application Form** is available at the back of this booklet. Further information about Grounds for Appeal under Illness/Misadventure may be found at the NESA website: <http://ace.bos.nsw.edu.au/ace-11004>.

NESA notes that the following are **NOT grounds for appeal** under the Illness/Misadventure process:-

- attendance at a sporting or cultural event, or family holiday;
- alleged inadequacies of teaching or long-term matters relating to loss of preparation time, loss of study time or facilities;
- disabilities for which the School has already granted disability provisions, unless an unforeseen episode occurs during the examination/assessment task.

Students should **not plan absences during term time**, unless there are exceptional circumstances (eg, a medical operation). In general, family holidays will **not** be considered to be exceptional circumstances. Any requests for special consideration should be discussed with the Principal well before the date in question.

**Technology** issues, such as printer or computer failure, are NOT deemed an acceptable reason for late submission of a task. It is the student's responsibility to ensure that all digital work is "backed up" and/or stored in multiple platforms.

## 11. Reasonable Requests for Consideration

If a student knows in advance that they are to be absent on the day of completion of an Assessment Task, they must complete an **Assessment Task Appeal Application Form**.

There are three types of consideration:

### 1. School Business

Where a student is attending a school-based excursion, sporting event, cultural or performing arts event, or representing the school in some way. The student will see the Head Teacher – Secondary Studies for an **Assessment Task Appeal Application Form**. They will then obtain a signature from the event's organising teacher, confirming the student's participation in the school-based event. They will then complete the form, returning it to the Head Teacher – Secondary Studies. An alternative date will be organised for completion of the Assessment Task. No penalty will apply.

### 2. Non-School Business

Where a student is attending an appointment (medical, dental, etc) or a family, religious or cultural event. The student will see the Head Teacher – Secondary Studies for an **Assessment Task Appeal Application Form**. They will then complete the form, returning it to the Head Teacher – Secondary Studies, together with any supporting documentation. An alternative date will be organised for completion of the Assessment Task. The Assessment Task Appeal Panel will determine the result of the Appeal.

### 3. Exceptional Circumstances

Where a student feels that they have a genuine inability to meet a scheduled due date because of unforeseen events. This may be deemed a genuine misadventure and an extension may be granted for the task. Students seeking this consideration need to notify the Head Teacher – Secondary Studies **AT LEAST FOUR DAYS** prior to the date of the assessment task to initiate the process, ensuring its completion two days prior to the scheduled date of the task.

#### NOTE

Requests for Consideration may not be granted if the student has not made arrangements and completed the necessary process **TWO FULL SCHOOL DAYS** prior to the scheduled date of the Assessment Task.

*If there is any doubt about Assessment Task procedures, including submission of tasks, Illness/Misadventure Processes or satisfying course outcomes, **please contact the School.***

## 12. Vocational Education and Training (VET)

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All students studying a VET course (Construction, Hospitality and Metals and Engineering) will be provided with a separate assessment booklet in Term 1, 2020. Please see Ms. Chapman if you have any inquires.

## 13. Year 11 Life Ready

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The following extract is taken from NSW Department of Education website :

*“Life Ready is a **MANDATORY** 25-hour course designed to prepare and support senior students as they encounter situations related to health and safety as they become more independent and gain more responsibilities. It focuses on offering opportunities for students to build the functional knowledge and skills for life post school. The content of the school's Life Ready program should be based on the needs and interests of students. This means that each year, every school should develop a program that is relevant to the particular group or cohort of senior students. The planning, delivery and evaluation of Life Ready should be guided by student learning needs and community context.”*

Kiama High School is able to vary the way in which we organise our curriculum, and to structure timetabled events to suit our student cohort, in order to effectively deliver this course. Please note that implementation may differ across schools to accommodate their own particular context and using the resources available.

At Kiama High School, Life Ready will be predominantly delivered to Year 11 students in the week following their Year 11 Final Examinations in Term 3, 2020. Attendance at school during this week is important so that your child can be signed off as completing the outcomes of the course, in addition to receiving feedback from their teachers following the completion of the Yearly Exams.

In order to be eligible for the Higher School Certificate, the Life Ready component of Stage 6 needs to be completed. I encourage students and their families to treat this week as an extension of the Yearly Examination period, and to not plan other activities during this time.



# **ASSESSMENT PROGRAMS FOR ALL COURSES**

## **Year 11**

(2020)

# Aboriginal Studies

H.S.I.E Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>ACKNOWLEDGEMENT OF COUNTRY</b>	<b>MEDIA FILE</b>	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 8	<b>Term 2</b> Week 10	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES ASSESSED</b>	P2.2, P4.1, P4.3	P1.2, P1.3, P3.2, P4.1	P1.1, P1.2, P3.1, P4.3

## MANDATORY COMPONENTS

<i>Knowledge and Understanding of Course Content</i>	40%	10%	10%	20%
<i>Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives</i>	15%	5%	5%	5%
<i>Research and inquiry methods, including aspects of the Major Project</i>	20%	10%	5%	5%
<i>Communication of information, ideas and issues in appropriate forms</i>	25%	5%	10%	10%
	100%	30%	30%	40%

## COURSE OUTCOMES

### A student:

- P1.1 identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and Non- Aboriginal peoples.
- P1.2 explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights. P1.3 explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures.
- P2.1 explains the meaning of the Dreaming to Aboriginal peoples.
- P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
- P3.1 describes government policies, legislation and legal decisions in relation to racism and discrimination.
- P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity.
- P3.3 explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions.
- P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives.
- P4.2 undertakes community consultation and fieldwork and applies ethical research practices.
- P4.3 investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples

# Ancient History

H.S.I.E Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>SOURCE ANALYSIS &amp; SKILLS</b> Investigating Ancient History	<b>RESEARCH &amp; ESSAY</b> Historical Investigation	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 10	<b>Term 3</b> Week 2	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES</b>	AH11-5; AH11-6; AH11-8; AH11-9; AH11-10	AH11-2; AH11-6; AH11-7; AH11-8; AH11	AH11-1; AH11-3; AH11-4; AH11-6; AH11-7

## MANDATORY COMPONENTS

<i>Knowledge and Understanding of Course Content</i>	40%	15%		25%
<i>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</i>	20%	5%	5%	10%
<i>Historical inquiry and research</i>	20%	5%	15%	
<i>Communication of historical understanding in appropriate forms</i>	20%	5%	10%	5%
	100%	30%	30%	40%

## 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, groups and ideas in shaping the past
- AH11-4 accounts for the different perspectives of individuals and groups
- AH11-5 examines the significance of historical features, people, ideas, movements, 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



# Biology

SCIENCE Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>SKILLS &amp; PRACTICAL TASK</b> Module 1 & 2	<b>COMMUNICATION &amp; SKILLS TASK</b> Module 3 & 4	<b>FINAL EXAMINATION</b> Module 1- 4
<b>DUE DATE</b>	<b>Term 1</b> Week 8	<b>Term 3</b> Week 1	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES</b>	BIO 11-2; BIO 11-3; BIO 11-5; BIO 11-8	BIO 11-4; BIO 11-6; BIO 11-7; BIO 11-10	BIO 11-1; BIO 11-6; BIO 11-9; BIO 11-10; BIO 11-11

### MANDATORY COMPONENTS

<i>Skills in Working Scientifically</i>	60%	20%	25%	15%
<i>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</i>	40%	10%	5%	25%
	100%	30%	30%	40%

## COURSE OUTCOMES

### A student:

- BIO 11-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO 11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO 11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO 11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO 11-5 analyses and evaluates primary and secondary data and information
- BIO 11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO 11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO 11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO 11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO 11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO 11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

# Business Studies

H.S.I.E Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>MEDIA FILE &amp; BUSINESS REPORT</b>	<b>SMALL BUSINESS PLAN</b>	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 9	<b>Term 3</b> Week 2	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES</b>	P2, P7, P8, P9	P1, P2, P4, P5, P8, P9	P1, P2, P8, P9, P10

## MANDATORY COMPONENTS

<i>Knowledge and Understanding of Course Content</i>	40%	5%	5%	30%
<i>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</i>	20%	5%	5%	10%
<i>Historical inquiry and research</i>	20%	10%	10%	
<i>Communication of historical understanding in appropriate forms</i>	20%	10%	10%	
	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

## 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 business
- 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 businesses 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

# Chemistry

SCIENCE Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>RESEARCH TASK</b> Module 1	<b>SKILLS &amp; PRACTICAL TASK DEPTH STUDY</b> Module 2 & 3	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 8	<b>Term 3</b> Week 2	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
<b>OUTCOMES</b>	CH11-1; CH11-2; CH11-3; CH11-4; CH11-7; CH11-8	CH11-1; CH11-2; CH11-3; CH11-4; CH11-5; CH11-6; CH11-7; CH11-9;	CH11-1; CH11-2; CH11-4; CH11-5; CH11-6; CH11-7; CH11-8; CH11-9; CH11-10; CH11-11

### MANDATORY COMPONENTS

<i>Skills in Working Scientifically</i>	60%	15%	25%	20%
<i>Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources</i>	40%	10%	10%	20%
	100%	25%	35%	40%

### COURSE OUTCOMES

#### A student:

- CH 11-1 develops and evaluates questions and hypotheses for scientific investigation
- CH 11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- CH 11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- CH 11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH 11-5 analyses and evaluates primary and secondary data and information
- CH 11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH 11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH 11-8 explores the properties and trends in the physical, structural and chemical aspects of matter
- CH 11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
- CH 11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH 11-11 analyses the energy considerations in the driving force for chemical reaction

# Community & Family Studies



TAS Faculty

## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>WRITTEN REPORT</b> Resource Management	<b>CASE STUDY LEADERSHIP</b>	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 7	<b>Term 2</b> Week 6	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
<b>OUTCOMES</b>	P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2

### MANDATORY COMPONENTS

<i>Skills in Working Scientifically</i>	40%	15%	10%	15%
<i>Skills in critical thinking, research methodology, analysing and communicating</i>	60%	20%	20%	20%
	100%	35%	30%	35%

### COURSE OUTCOMES

**A student:**

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals
- P1.2 proposes effective solutions to resource problems
- P2.1 accounts for the roles and relationships that individuals adopt within groups
- P2.2 describes the role of the family and other groups in the socialisation of individuals
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1 explains the changing nature of families and communities in contemporary society
- P3.2 analyses the significance of gender in defining roles and relationships
- P4.1 utilises research methodology appropriate to the study of social issues
- P4.2 presents information in written, oral and graphic form
- P5.1 applies management processes to maximise the efficient use of resources
- P6.1 distinguishes those actions that enhance wellbeing
- P6.2 uses critical thinking skills to enhance decision making
- 7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society
- 7.2 develops a sense of responsibility for the wellbeing of themselves and others
- 7.3 appreciates the value of resource management in response to change
- 7.4 values the place of management in coping with a variety of role expectations

# Economics

H.S.I.E Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>STIMULUS TASK</b> Interpreting Data on Australian and Asian Economies	<b>RESEARCH TASK</b> Markets & Labour Markets in Australia	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 7	<b>Term 2</b> Week 9	<b>Term 3</b> Weeks 8 & 9
<b>WEIGHTING</b>	25%	35%	40%
<b>OUTCOMES</b>	P2, P4, P9	P5, P8, P10	P1, P2, P3, P7, P8, P10, P11

### MANDATORY COMPONENTS

<i>Knowledge and Understanding of Course Content</i>	40%	5%	15%	20%
<i>Stimulus-based skills</i>	20%	5%		10%
<i>Historical inquiry and research</i>	20%	5%	15%	
<i>Communication of historical understanding in appropriate forms</i>	20%	5%	5%	10%
	100%	25%	35%	40%

### 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 government 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

# English Advanced

ENGLISH Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>READING &amp; WRITING</b>	<b>MULTIMODAL PRESENTATION</b> (SPEAKING / REPRESENTING / WRITING / LISTENING)	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 2</b> Week 2	<b>Term 2</b> Week 9	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES</b>	EA 11-1; EA 11-3	EA 11-2; EA 11-5; EA 11-6; EA 11-7; EA 11-9	EA 11-1; EA 11-3; EA 11-4; EA 11-8

### MANDATORY COMPONENTS

<i>Common: Reading To Write</i>	40%	30%		10%
<i>Module A</i>	30%		30%	
<i>Module B</i>	30%			30%
	100%	30%	30%	40%

### COURSE OUTCOMES

**A student:**

- EA 11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA 11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts
- EA 11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA 11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA 11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA 11-6 investigates and evaluates the relationships between texts
- EA 11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA 11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EA 11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

# English Extension



ENGLISH Faculty

## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>WRITING</b> Critical Response	<b>MULTIMODAL PRESENTATION</b> Independent Related Project	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 2</b> Week 3	<b>Term 3</b> Week 2	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>OUTCOMES</b>	EE 11-1; EE 11-2; EE 11-5	EE 11-2; EE 11-3; EE 11-4; EE 11-6	EE 11-1; EE 11-3; EE 11-5

## MANDATORY COMPONENTS

<i>Knowledge and understanding of complex texts and of how and why they are valued</i>	50% 25 marks	15% 7 ½ marks	20% 7 ½ marks	15% 7 ½ marks
<i>Skills in:</i> • Complex analysis • Sustained composition • Independent investigation	50% 25 marks	15% 7 ½ marks	20% 7 ½ marks	15% 7 ½ marks
	100%	30%	40%	30%

## COURSE OUTCOMES

### A student:

- EE 11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE 11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE 11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
- EE 11-4 develops skills in research methodology to undertake effective independent investigation
- EE 11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE 11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

# English Standard

ENGLISH Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>READING &amp; WRITING</b>	<b>MULTIMODAL PRESENTATION</b> (SPEAKING / REPRESENTING / WRITING / LISTENING)	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 2</b> Week 2	<b>Term 2</b> Week 9	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES</b>	EN 11-1; EN 11-3	EN 11-2; EN 11-5; EN 11-6; EN 11-7; EN 11-9	EN 11-1; EN 11-3; EN 11-4; EN 11-8

## MANDATORY COMPONENTS

<i>Common: Reading To Write</i>	40%	30%		10%
<i>Module A</i>	30%		30%	
<i>Module B</i>	30%			30%
	100%	30%	30%	40%

## COURSE OUTCOMES

### A student:-

- EN 11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN 11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN 11-3 analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
- EN 11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN 11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN 11-6 investigates and explains the relationships between texts
- EN 11-7 understands and explains the diverse ways texts can represent personal and public worlds
- EN 11-8 identifies and explains cultural assumptions in texts and their effects on meaning
- EN 11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner



# English Studies

ENGLISH Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>WRITTEN REPORT</b> Mandatory Module	<b>MULTIMODAL PRESENTATION</b> Elective Module	<b>PORTFOLIO OF WORK</b> All Modules
<b>DUE DATE</b>	<b>Term 2</b> Week 2	<b>Term 2</b> Week 9	<b>Term 3</b> Week 9
<b>WEIGHTING</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES</b>	ES 11-1; ES 11-4; ES 11-5; ES 11-6	ES 11-2; ES 11-6; ES 11-7; ES 11-8	ES 11-1; ES 11-3; ES 11-4; ES 11-5; ES 11-7; ES 11-9; ES 11-10

### MANDATORY COMPONENTS

<i>Knowledge and Understanding of Course Content</i>	50%	15%	15%	20%
<i>Skills in:-</i> • Comprehending texts • Communicating ideas • Using language accurately, appropriately and effectively	50%	15%	15%	20%
	100%	30%	30%	40%

### COURSE OUTCOMES

**A student:-**

- ES 11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES 11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES 11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES 11-4 composes a range of texts with increasing accuracy and clarity in different forms
- ES 11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES 11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes represents own ideas in critical, interpretive and imaginative texts identifies and describes relationships between texts
- ES 11-7 represents own ideas in critical, interpretive and imaginative texts
- ES 11-8 identifies and describes relationships between texts
- ES 11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES 11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

# French Beginners

LOTTE Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>PERSONAL WORLD</b> Responses To Listening And Reading	<b>PERSONAL WORLD</b> Responses To Spoken And Written Cues	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 9	<b>Term 2</b> Week 10	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>OUTCOMES</b>	2.2, 2.3, 2.4	1.1, 1.3, 2.2, 3.1, 3.2	1.1, 1.2, 2.2, 3.1, 3.2

### MANDATORY COMPONENTS

<i>Listening</i>	30%	10%	10%	10%
<i>Reading</i>	30%	10%	10%	10%
<i>Speaking</i>	20%		10%	10%
<i>Writing</i>	20%		10%	10%
	100%	20%	40%	40%

### COURSE OUTCOMES

**A student:-**

- 1.1: establishes and maintains communication in French
- 1.2: manipulates linguistic structures to express ideas effectively in French
- 1.3: sequences ideas and information
- 1.4: applies knowledge of the culture of French- speaking communities to interact appropriately
- 2.1: understands and interprets information in texts using a range of strategies
- 2.2: conveys the gist of and identifies specific information in texts
- 2.3: summarises the main points of a text
- 2.4: draws conclusions from or justifies an opinion about a text
- 3.1: produces texts appropriate to audience, purpose and context
- 3.2: structures and sequences ideas and information
- 3.3: applies knowledge of diverse linguistic structures to convey information and express original ideas in French

# Geography

H.S.I.E Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>FIELDWORK BOOKLET &amp; TEST</b> Skills And Stimulus Response	<b>SENIOR GEOGRAPHY PROJECT</b>	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 2</b> Week 2	<b>Term 3</b> Week 2	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES</b>	P1, P2, P3, P8, P9, P10, P12	P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P9, P10, P12

### MANDATORY COMPONENTS

<i>Knowledge and understanding of course content</i>	40%	10%	10%	20%
<i>Geographical tools and skills</i>	20%	10%		10%
<i>Geographical inquiry and research, including fieldwork</i>	20%	10%	10%	
<i>Communication of geographical information, ideas and issues in appropriate forms</i>	20%		10%	10%
	100%	30%	30%	40%

### COURSE OUTCOMES

**A student:-**

- P1 differentiates between spatial and ecological dimensions in the study of geography
- P2 describes the interactions between the four components which define the biophysical environment
- P3 explains how a specific environment functions in terms of biophysical factors
- P4 analyses changing demographic patterns and processes
- P5 examines the geographical nature of global challenges confronting humanity
- P6 identifies the vocational relevance of a geographical perspective
- P7 formulates a plan for active geographical inquiry
- P8 selects, organises and analyses relevant geographical information from a variety of sources
- P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
- P10 applies mathematical ideas and techniques to analyse geographical data
- P11 applies geographical understanding and methods ethically and effectively to a research project
- P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms

# Industrial Technology (Timber & Furniture Technologies)



TAS Faculty

## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>INDUSTRY STUDY</b>	<b>PROJECT &amp; FOLIO</b>	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 8	<b>Term 2</b> Week 9	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	20%	40%	40%
<b>OUTCOMES</b>	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P2.3, P4.1, P4.2	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2

## MANDATORY COMPONENTS

<i>Knowledge and understanding of course content</i>	40%	10%	10%	20%
<i>Knowledge and skills in the management, communication and production of projects</i>	60%	10%	30%	20%
	100%	20%	40%	40%

## COURSE OUTCOMES

### A student:-

- P1.1 describes the organisation and management of an individual business within the focus area industry
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies in industry
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1 uses communication and information processing skills
- P5.2 uses appropriate documentation techniques related to the management of projects
- P6.1 identifies the characteristics of quality manufactured products
- P6.2 identifies and explains the principles of quality and quality control
- P7.1 identifies the impact of one related industry on the social and physical environment
- P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

# Information Processes & Technology

MATHEMATICS Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>RESEARCH PROJECT</b>	<b>DATABASE PROJECT</b>	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 10	<b>Term 2</b> Week 8	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	20%	40%	40%
<b>OUTCOMES</b>	P1.1, P1.2, P6.1, P6.2,	P1.2, P2.1, P2.2, P4.1, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P3.1, P4.1, P7.1

### MANDATORY COMPONENTS

<i>Knowledge and understanding of course content</i>	60%	10%	20%	30%
<i>Knowledge and skills in the management, communication and production of projects</i>	40%	10%	20%	10%
	100%	20%	40%	40%

## COURSE OUTCOMES

### A student:-

- P1.1 describes the nature of information processes and information technology
- P1.2 classifies the functions and operations of information processes and information technology
- P2.1 identifies and describes the information processes within an information system
- P2.2 recognises and explains the interdependence between each of the information processes
- P3.1 identifies and describes social and ethical issues
- P4.1 describes the historical development of information systems and relates these to current and emerging technologies
- P5.1 selects and ethically uses computer-based and non-computer-based resources and tools to process information
- P6.1 analyses and describes an identified need
- P6.2 generates ideas, considers alternatives and develops solutions for a defined need
- P7.1 recognises, applies and explains management and communication techniques used in individual and team-based project work
- P7.2 uses and justifies technology to support individuals and teams

# Italian Continuers

LOTE Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>PERSONAL WORLD</b> Responses To Spoken And Written Cues	<b>PERSONAL WORLD</b> Responses To Spoken And Written Cues	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 9	<b>Term 2</b> Week 10	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>OUTCOMES</b>	3.1, 3.2, 3.2	1.1, 2.1, 3.1, 3.5	1.1, 1.3, 2.1, 3.1, 3.2

### MANDATORY COMPONENTS

<i>Listening</i>	30%	10%	10%	10%
<i>Reading</i>	30%	10%	10%	10%
<i>Speaking</i>	20%		10%	10%
<i>Writing</i>	20%		10%	10%
	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>

### COURSE OUTCOMES

**A student:-**

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to the production of original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social context
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

# Legal Studies

H.S.I.E Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>RESEARCH ASSIGNMENT</b>	<b>CONTEMPORARY ISSUE</b>	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 2</b> Week 2	<b>Term 2</b> Week 10	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES</b>	P2, P3, P9	P7, P8, P9, P10	P1, P2, P3, P4, P9

### MANDATORY COMPONENTS

<i>Knowledge and understanding of course content</i>	40%	5%	5%	30%
<i>Analysis and evaluation</i>	20%	5%	10%	5%
<i>Inquiry and research</i>	20%	10%	10%	
<i>Communication of legal information, ideas and issues in appropriate forms</i>	20%	10%	5%	5%
	100%	30%	30%	40%

### COURSE OUTCOMES

**A student:-**

- 1.1 uses a range of strategies to maintain communication
- 1.2 conveys information appropriate to context, purpose and audience
- 1.3 exchanges and justifies opinions and ideas
- 1.4 reflects on aspects of past, present and future experience
- 2.1 applies knowledge of language structures to the production of original text
- 2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience
- 2.3 structures and sequences ideas and information
- 3.1 conveys the gist of texts and identifies specific information
- 3.2 summarises the main ideas
- 3.3 identifies the tone, purpose, context and audience
- 3.4 draws conclusions from or justifies an opinion
- 3.5 interprets, analyses and evaluates information
- 3.6 infers points of view, attitudes or emotions from language and context
- 4.1 recognises and employs language appropriate to different social context
- 4.2 identifies values, attitudes and beliefs of cultural significance
- 4.3 reflects upon significant aspects of language and culture

# Marine Studies



SCIENCE Faculty

## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>FIRST AID &amp; CPR</b>	<b>PRACTICAL SKILLS</b>	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 2 Week 6</b>	<b>Term 3 Week 2</b>	<b>Term 3 Week 8 &amp; 9</b>
<b>WEIGHTING</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>
<b>OUTCOMES</b>	1.1,2,2.3,1,3.2 4.2,5.4	5.1, 5.2, 5.3, 5.4	1.2, 1.3, 3.2, 3.3, 4.1

### MANDATORY COMPONENTS

<i>Knowledge and understanding of course content</i>	50%	5%	5%	40%
<i>Skills Outcomes &amp; Content</i>	50%	25%	25%	
	100%	30%	30%	40%

### COURSE OUTCOMES

**A student:-**

- 1.1 relates with a respectful and caring attitude to the ocean and its life forms
- 1.2 identifies the roles of individuals or groups involved in maritime activities
- 1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
- 1.4 recognises Aboriginal and Torres Strait Islander values and attitudes toward the sea
- 1.5 demonstrates an awareness of the value of the ocean as a source of historical information
- 2.1 appreciates the importance of effective management practice
- 2.2 works effectively within a group
- 2.3 communicates information by writing reports, giving short talks and contributing to discussions
- 3.1 evaluates information, situations, equipment manuals and written or manual procedures
- 3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing
- 3.3 generates information from data by calculating, inferring, interpreting and generalising
- 3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills
- 4.1 identifies marine vocations and a range of leisure pursuits
- 4.2 appreciates marine environments as sources of employment and leisure
- 5.1 values the rules and operating principles of marine equipment and applies them
- 5.2 applies information including weather, regulations, procedures and skills to ensure safe use of marine environment
- 5.3 interprets and follows instructions, with accuracy
- 5.4 selects, organises, assembles, dismantles, cleans, and returns equipment



# Mathematics Advanced



MATHEMATICS Faculty

## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
TASK NAME	ASSIGNMENT/ INVESTIGATION	CLASS TEST	FINAL EXAMINATION
DUE DATE	Term 1 Week 10	Term 2 Week 7	Term 3 Week 8 & 9
WEIGHTING	25%	35%	40%
OUTCOMES	MA11-1, MA11-2 MA11-3, MA11-8, MA11-9,	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-9

### MANDATORY COMPONENTS

<i>Understanding, Fluency and Communicating</i>	50%	12%	18%	20%
<i>Problem Solving, Reasoning and Justification</i>	50%	13%	17%	20%
	100%	25%	35%	40%

### COURSE OUTCOMES

**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

# Mathematics Extension

MATHEMATICS Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>IN-CLASS OPEN-BOOK TEST</b>	<b>EXTENDED MODELLING &amp; PROBLEM-SOLVING</b>	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 2 Week 1</b>	<b>Term 3 Week 1</b>	<b>Term 3 Week 8 &amp; 9</b>
<b>WEIGHTING</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>
<b>OUTCOMES</b>	ME11-1,ME11-2, ME11-7	ME11-1 ,ME11-2, ME11-3, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-7

### MANDATORY COMPONENTS

<i>Understanding/fluency and communication</i>	50%	18%	12%	20%
<i>Problem solving and communication, reasoning and justification</i>	50%	17%	13%	20%
	100%	35%	25%	40%

### COURSE OUTCOMES

**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

# Mathematics Standard

MATHEMATICS Faculty

## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>CLASS TEST WITH LEARNING LOG</b> F1.2 A1	<b>MATHEMATICAL Investigation and Report</b> M1, F1.1	<b>FINAL EXAMINATION</b> A1, A2, F1, S1, S2, M1, M2
<b>DUE DATE</b>	<b>Term 1</b> Week 9	<b>Term 2</b> Week 9	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES</b>	MS11-1; MS 11-2; MS11-4; MS11-6; MS 11-9; MS 11-10	MS 11-2;MS 11-3; MS 11-4; MS11-5; MS 11-6; MS 11-7 MS 11-8; MS 11-9; MS 11-10	MS 11-1; MS 11-2; MS 11-3; MS 11-4; MS 11-5; MS 11-6; MS 11-7; MS 11-8; MS 11-9; MS 11-10

### MANDATORY COMPONENTS

<i>Knowledge &amp; Understanding</i>	50%	10%	20%	20%
<i>Skills</i>	50%	20%	10%	20%
	100%	30%	30%	40%

### COURSE OUTCOMES

<b>A student:-</b>	
MS 11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS 11-2	represents information in symbolic, graphical and tabular form
MS 11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS 11-4	performs calculations in relation to two-dimensional figures
MS 11-5	models relevant financial situations using appropriate tools
MS 11-6	makes predictions about everyday situations based on simple mathematical models
MS 11-7	develops and carries out simple statistical processes to answer questions posed
MS 11-8	solves probability problems involving multistage events
MS 11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS 11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

# Modern History

H.S.I.E Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>SOURCE ANALYSIS &amp; SKILLS</b> Investigating Modern History	<b>RESEARCH &amp; ESSAY</b> Historical Investigation	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 10	<b>Term 3</b> Week 1	<b>Term 3</b> Weeks 9 & 10
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES</b>	MH 11-6; MH 11-7; MH 11-9; MH 11-10	MH 11-2; MH 11-4; MH 11-6; MH 11-8; MH 11-9	MH 11-1; MH 11-3; MH 11-5; MH 11-9

## MANDATORY COMPONENTS

<i>Knowledge and Understanding of Course Content</i>	40%	20%		20%
<i>Stimulus-based skills</i>	20%	5%	5%	10%
<i>Historical inquiry and research</i>	20%		15%	5%
<i>Communication of historical understanding in appropriate forms</i>	20%	5%	10%	5%
	100%	30%	30%	40%

## COURSE OUTCOMES

### A student:

- MH 11-1 describes the nature of continuity and change in the modern world
- MH 11-2 proposes ideas about the varying causes and effects of events and developments
- MH 11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
- MH 11-4 accounts for the different perspectives of individuals and groups
- MH 11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world
- MH 11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH 11-7 discusses and evaluates differing interpretations and representations of the past
- MH 11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH 11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH 11-10 discusses contemporary methods and issues involved in the investigation of modern history

# Music 1

CAPA Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>COMPOSITION PORTFOLIO</b>	<b>AURAL SKILLS &amp; PERFORMANCE</b>	<b>PERFORMANCE &amp; VIVA VOCE</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 9	<b>Term 2</b> Week 8	<b>Term 3</b> Week 7
<b>WEIGHTING</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>
<b>OUTCOMES</b>	P2, P3, P6, P7, P8	P1, P4, P7	P1, P4, P5, P6

### MANDATORY COMPONENTS

<i>Performance</i>	25%		10%	15%
<i>Composition</i>	25%	25%		
<i>Musicology</i>	25%			25%
<i>Aural</i>	25%		25%	
	100%	25%	35%	40%

## COURSE OUTCOMES

### A student:-

- P1 performs stylistically, music that is characteristic of topics studied, both as a soloist and as a member of an ensemble
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied
- P3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied
- P4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles
- P5 comments on and constructively discusses performances and compositions
- P6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
- P8 identifies, recognises, experiments with and discusses the use of technology in music

# Personal Development, Health & Physical Education



PD/H/PE Faculty

## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>WRITTEN REPORT</b> (Core 1)	<b>ANATOMY LABORATORY</b> (Core 2)	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 8	<b>Term 2</b> Week 8	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES</b>	P1, P2, P3, P4, P5, P6	P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17

### MANDATORY COMPONENTS

<i>Knowledge and Understanding of Course Content</i>	40%	10%	10%	20%
<i>Skills in critical thinking, research and analysis</i>	25%	20%	20%	20%
	100%	30%	30%	40%

## COURSE OUTCOMES

### A student:-

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that can contribute to effect health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1)
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

# Photography, Video & Digital Imaging

CAPA Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>SCAVENGER HUNT &amp; CASE STUDY</b>	<b>EXPLORING THE MODE DIAL</b>	<b>EXPERIMENTAL PHOTOGRAPHY &amp; FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 11	<b>Term 2</b> Week 8	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	40%	40%	20%
<b>OUTCOMES</b>	M3, M4, CH1	M3, M5	M5, CH1

## MANDATORY COMPONENTS

<i>Performance</i>	70%	35%	35%	
<i>Composition</i>	30%	5%	5%	20%
	100%	40%	40%	20%

## COURSE OUTCOMES

### A student:-

- M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice.
- M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works.
- M3 investigates different points of view in the making of photographs and/or videos and/or digital images.
- M4 generates images and ideas as representations/simulations in the making of photographs and/or videos and/or digital images
- M5 develops different techniques suited to artistic intentions in the making of photographs and/or videos and/or digital images
- M6 takes into account issues of Work Health & Safety in the making of photographs and/or videos and/or digital works.
- CH1 generates in their critical and historical practice ways to interpret and explain photography and/or video and or digital imaging
- CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations
- CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging
- CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

# Physics

SCIENCE Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>RESEARCH TASK DEPTH STUDY</b> (Modules 1 & 2)	<b>SKILLS &amp; PRACTICAL TASK</b> (Modules 3 & 4)	<b>FINAL EXAMINATION</b> (Modules 1-4)
<b>DUE DATE</b>	<b>Term 1</b> Week 10	<b>Term 2</b> Week 9	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES</b>	PH 11-5; PH 11-6; PH 11-8; PH 11-9	PH 11-1; PH 11-2; PH 11-3; PH 11-4; PH 11-7; PH 11-10; PH 11-11	PH 11-5; PH 11-6; PH 11-7; PH 11-8; PH 11-9; PH 11-10; PH 11-11

### MANDATORY COMPONENTS

<i>Skills in Working Scientifically</i>	60%	20%	20%	20%
<i>Knowledge &amp; Understanding of Course Content</i>	40%	10%	10%	20%
	100%	30%	30%	40%

## COURSE OUTCOMES

### A student:-

- PH 11-1 - develops and evaluates questions and hypotheses for scientific investigation
- PH 11-2 - designs and evaluates investigations in order to obtain primary and secondary data and information
- PH 11-3 - conducts investigations to collect valid and reliable primary and secondary data and information
- PH 11-4 - selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH 11-5 - analyses and evaluates primary and secondary data and information
- PH 11-6 - solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH 11-7 - communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH 11-8 - describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
- PH 11-9 - describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH 11-10 - explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH 11-11 - explains and quantitatively analyses electric fields, circuitry and magnetism



# Society & Culture

H.S.I.E Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>USE OF METHODOLOGIES</b>	<b>MINI PERSONAL INTEREST PROJECT</b>	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 11	<b>Term 3</b> Week 5	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	30%	30%	40%
<b>OUTCOMES</b>	P6, P10	P6, P7, P8, P9, P10	P1, P2, P3, P4, P5

## MANDATORY COMPONENTS

<i>Knowledge and understanding of course content</i>	50%	10%	10%	30%
<i>Application and evaluation of social and cultural research methods</i>	30%	10%	10%	10%
<i>Communication of information, ideas and issues in appropriate forms</i>	20%	10%	10%	
	100%	30%	30%	40%

## 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

# Software Design & Development



MATHEMATICS Faculty

## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>PROBLEM SOLVING</b>	<b>SOFTWARE PROJECT</b>	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 10	<b>Term 2</b> Week 10	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>
<b>OUTCOMES</b>	P1.2, P3.1, P4.1, P5.2, P6.1, P6.3	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P6.3	P1.1, P1.2, P1.3, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P6.3

### MANDATORY COMPONENTS

<i>Knowledge and understanding of course content</i>	50%	10%	10%	30%
<i>Knowledge and Skills in the Design and Development of Software Solutions</i>	50%	10%	30%	10%
	100%	20%	40%	40%

### COURSE OUTCOMES

**A student:-**

- P1.1 describes the functions of hardware and software
- P1.2 describes and uses appropriate data types
- P1.3 describes the interactions between the elements of a computer system
- P2.1 describes developments in the levels of programming languages
- P2.2 describes the effects of program language developments on current practices
- P3.1 identifies the issues relating to the use of software solutions
- P4.1 analyses a given problem in order to generate a computer-based solution
- P4.2 investigates a structured approach in the design and implementation of a software solution
- P4.3 uses a variety of development approaches to generate software solutions and distinguishes between these approaches
- P5.1 uses and justifies the need for appropriate project management techniques
- P5.2 uses and develops documentation to communicate software solutions to others
- P6.1 describes the skills involved in software development
- P6.2 communicates with appropriate personnel throughout the software development process
- P6.3 designs and constructs software solutions with appropriate interfaces

# Sport, Lifestyle & Recreation Studies

PDHPE Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>CARNIVALS ADMINISTRATION &amp; FIRST AID</b>	<b>SPORTS GUIDE BOOKLET</b>	<b>SKILLS REPORT</b>
<b>DUE DATE</b>	<b>Term 2</b> Week 7	<b>Term 3</b> Week 4	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	40%	40%	20%
<b>OUTCOMES</b>	1.3, 2.3, 3.6, 4.2	1.1, 1.3, 2.3, 3.1, 3.6, 4.2, 4.4	1.1, 2.2, 2.5, 3.1, 3.6, 4.4

### MANDATORY COMPONENTS

<i>Knowledge &amp; Understanding</i>	50%	20%	20%	10%
<i>Skills</i>	50%	20%	20%	10%
	100%	40%	40%	20%

### COURSE OUTCOMES

#### A student:-

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

# Visual Arts

CAPA Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>EXPRESSIVE DRAWING &amp; VAPD</b>	<b>WHAT IS ART? RESEARCH ASSIGNMENT</b>	<b>FINAL EXAMINATION</b>
<b>DUE DATE</b>	<b>Term 1</b> Week 11	<b>Term 2</b> Week 10	<b>Term 3</b> Week 8 & 9
<b>WEIGHTING</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>
<b>OUTCOMES</b>	P1, P2, P6, P7, P9	P3, P4, P5, P10	P7, P8, P9, P10

### MANDATORY COMPONENTS

<i>Artmaking</i>	50%	20%	30%	
<i>Art criticism and history</i>	50%	10%	10%	30%
	100%	30%	40%	30%

### COURSE OUTCOMES

**A student:-**

- P1: explores the conventions of practice in artmaking
- P2: explores the roles and relationships between the concepts of artist, artwork, world and audience
- P3: identifies the frames as the basis of understanding expressive representation through the making of art
- P4: investigates subject matter and forms as representations in artmaking
- P5: investigates ways of developing coherence and layers of meaning in the marking of art
- P6: explores a range of material techniques in ways that support artistic intentions
- P7: explores the conventions of practice in art criticism and art history
- P8: explores the roles and relationships between the concepts of artist, artwork, world and audience through critical and historical investigations of art
- P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10: explores ways in which significant art

# Work Studies

ENGLISH Faculty



## COURSE ASSESSMENT PROGRAM

	Task #1	Task #2	Task #3
<b>TASK NAME</b>	<b>RÉSUMÉ</b> (Core & Module 2)	<b>COMMUNICATION INTERVIEWS</b> (Module 11)	<b>RESEARCH REPORT</b> (Module 1 & 7)
<b>DUE DATE</b>	<b>Term 2</b> Week 3	<b>Term 3</b> Week 2	<b>Term 3</b> Week 8
<b>WEIGHTING</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>
<b>OUTCOMES</b>	1, 3, 5, 6, 7	2, 4, 6	1, 2, 4, 5, 8, 9
<b>COURSE THEMES</b>	1 & 2	2 & 4	1, 2 & 3

### MANDATORY COMPONENTS

<i>Skills</i>	70%	30%	25%	15%
<i>Knowledge &amp; Understanding</i>	30%	5%	5%	20%
	100%	35%	30%	35%

### COURSE OUTCOMES

**A student:-**

1. Investigates a range of work environments
2. Examines different types of work and skills for employment
3. Analyses employment options and strategies for career management
4. Assesses pathways for further education, training and life planning
5. Communicates and uses technology effectively
6. Applies self-management and teamwork skills
7. Utilises strategies to plan, organise and solve problems
8. Assesses influences on people's working lives
9. Evaluates personal and social influences on individuals and groups

# YEAR 11 ASSESSMENT TASK CALENDAR (2020)



Wk	Term #1 (28/1/2020 - 9/4/2020)	Term #2 (27/4/2020 - 3/7/2020)	Term #3 (20/7/2020 - 9/10/2020)
1		<ul style="list-style-type: none"> <li>• Mathematics Extension #1</li> </ul>	<ul style="list-style-type: none"> <li>• Biology #2</li> <li>• Mathematics Extension #2</li> <li>• Modern History #2</li> </ul>
2		<ul style="list-style-type: none"> <li>• English Advanced #1</li> <li>• English Standard #1</li> <li>• English Studies #1</li> <li>• Geography #1</li> <li>• Legal Studies #1</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient History #2</li> <li>• Business Studies #2</li> <li>• English Extension #2</li> <li>• Geography #2</li> <li>• Marine Studies #2</li> <li>• Work Studies #2</li> </ul>
3		<ul style="list-style-type: none"> <li>• Chemistry #2</li> <li>• English Extension #1</li> <li>• Work Studies #1</li> </ul>	
4			<ul style="list-style-type: none"> <li>• Sport, Lifestyle &amp; Rec #2</li> </ul>
5			<ul style="list-style-type: none"> <li>• Society &amp; Culture #2</li> </ul>
6		<ul style="list-style-type: none"> <li>• Community &amp; Family #2</li> <li>• Marine Studies #1</li> </ul>	
7	<ul style="list-style-type: none"> <li>• Community &amp; Family #1</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics Advanced #2</li> <li>• Sport, Lifestyle &amp; Rec #1</li> </ul>	
8	<ul style="list-style-type: none"> <li>• Aboriginal Studies #1</li> <li>• Biology #1</li> <li>• Chemistry #1</li> <li>• Industrial Technology #1</li> <li>• PD/H/PE #1</li> </ul>	<ul style="list-style-type: none"> <li>• Information Processes #2</li> <li>• Music 1 #2</li> <li>• Photography #2</li> <li>• PD/H/PE #2</li> </ul>	<div style="border: 2px dashed black; padding: 10px; text-align: center;"> <p><b>Exam Period</b> (All Courses with a <b>Final Exam</b>)</p> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• English Studies #3 (Wk 9)</li> <li>• Sport, Lifestyle &amp; Rec #3 (Wk 8 &amp; 9)</li> <li>• Photography #3</li> <li>• Music 1 #3</li> <li>• Work Studies #3 (Wk 8)</li> </ul> </div>
9	<ul style="list-style-type: none"> <li>• Business Studies #1</li> <li>• French Beginners #1</li> <li>• Italian Continuers #1</li> <li>• Mathematics Standard #1</li> <li>• Music 1 #1</li> </ul>	<ul style="list-style-type: none"> <li>• English Advanced #2</li> <li>• English Standard #2</li> <li>• English Studies #2</li> <li>• Industrial Technology #2</li> <li>• Mathematics Standard #2</li> <li>• Physics #2</li> </ul>	
10	<ul style="list-style-type: none"> <li>• Ancient History #1</li> <li>• Information Processes #1</li> <li>• Mathematics Advanced #1</li> <li>• Modern History #1</li> <li>• Software Design #1</li> <li>• Physics #1</li> </ul>	<ul style="list-style-type: none"> <li>• Aboriginal Studies #2</li> <li>• French Beginners #1</li> <li>• Italian Continuers #1</li> <li>• Visual Arts #2</li> <li>• Software Design #2</li> <li>• Legal Studies #2</li> </ul>	
11	<ul style="list-style-type: none"> <li>• Photography #1</li> <li>• Society &amp; Culture #1</li> <li>• Visual Arts #1</li> </ul>		

