

TOMAREE HIGH SCHOOL

Stage 6

Assessment

Information

Year 11 2023

1. Higher School Certificate

3-15

- *Assessment Policy / Stage 6 HSC Assessment Rationale*
- *Standards Referenced Assessment Program*
- *Students With a Disability / Disability Provisions*
- *School-Based Assessments*
- *Standardisation of marks*
- *Communication / Reporting*
- *Special Notes*
- *Submission Of Tasks/Lateness*
- *Non-Serious Attempts*
- *N- Determinations*
- *Leave / Illness / Accident or Misadventure*
- *Invalid Tasks*
- *All My Own Work*
- *Malpractice*
- *Responsibilities of Teachers/ Head Teachers/ Deputy Principals/ Students*
- *Work Placement and TVET Courses*
- *Record Of Student Achievement*
- *Assessment Flow Chart*
- *Assessment For, As, and Of Learning*

2. Assessment Schedules

16 – 50

- *Year 11 Assessment Calendar*
- *Ancient History*
- *Big Picture Education*
- *Biology*
- *Business Studies*
- *Chemistry*
- *Community and Family Studies*
- *Design and Technology*
- *Earth and Environmental Science*
- *Engineering Studies*
- *English Advanced*
- *English Extension 1*
- *English Standard*
- *English Studies*
- *Food Technology*
- *Geography*
- *Industrial Technology*
- *Investigating Science*
- *Legal Studies*
- *Marine Studies*
- *Mathematics Advanced*
- *Mathematics Extension 1*
- *Mathematics Standard 2*
- *Mathematics Standard 1*
- *Numeracy*
- *Modern History*
- *Music 1*
- *Personal Development, Health, and Physical Education*
- *Photography Video and Digital Imaging*
- *Physics*
- *Society and Culture*
- *Sport, Lifestyle and Recreation*
- *Textiles and Design*
- *Visual Arts*

Note: Assessment Schedules for VET courses will be available to students once these have been passed onto Tomaree High School by the Registered Training Organisation (RTO) for that course.

3. Study and Assessment Resources

51 - 64

- *10 Habits of Highly Effective Students / Finding a Good Place to Study / Active Learning*
- *Test Taking Strategies / Preparing for a Test / Multiple Choice Tips & Strategies /*
- *Study Planners and Time Management*

Stage 6 Assessment Policy

To satisfy the requirements for the HSC students must satisfactorily complete at least twelve units in the Year 11 course and a minimum of ten units in the Year 12 course. This means that all assessment tasks and learning experiences provided by the school must be attempted.

Information included as follows:

- The Stage 6 Assessment Policy: Read this carefully. It provides an overview of assessment policy and practices. If you get into difficulties, this is the policy you will need to follow.
- Assessment and 'N' Award process information
- A visual representation of the assessment process
- Special Consideration Appeal form (Appeal Form) – available at the front office or from Deputy Principal.

USEFUL WEBSITE

NSW Education Standards Authority (NESA)

<https://www.educationstandards.nsw.edu.au/>

STAGE 6 HIGHER SCHOOL CERTIFICATE ASSESSMENT POLICY RATIONALE:

The NSW Education Standards Authority (NESA) requires that all students sitting for the HSC will be awarded assessments by their school and that all students be treated fairly and equitably. The HSC certification will provide a performance band based on two marks per subject. The two marks will comprise one HSC examination mark (50%) and one moderated school assessment mark (50%). This latter mark will allow for reporting of student achievement in relation to the complete range of syllabus outcomes.

STANDARDS REFERENCED ASSESSMENT PROGRAM

Stage 6 courses requires that a standard referenced approach be used for assessing and reporting student achievement.

- Assessment is used by schools to determine the rank order and relative position of the students. The measurements will be determined by the School Assessment Schedule that are published and distributed to students at the commencement of the Year 11 & Year 12 course. Subject teachers and Head Teachers will distribute individual subject assessment schedules to students during the course. These schedules will outline: the outcomes to be assessed, the nature value, and timing of each task. These must conform to NESA mandatory requirements.
- A variety of measurement instruments will be used e.g., practical work, fieldwork, oral presentations, essays, tests, major assignments, observations, portfolios, performance etc.
- Assessment should be made over time. Additional tasks or variations to the written program can occur only with the approval of the Deputy Principal, the staff and students involved.
- Students are assessed and reported on in reference to specific syllabus outcomes.
- Marks awarded to students reflect the standards they have achieved.
- Syllabus outcomes must be assessed. Assessment tasks must clearly indicate the outcomes being assessed.
- The assessment schedule allows for the demonstration of a range of achievement of all outcomes.
- Only one task may be a formal examination which in Year 12 may not exceed 30% and Year 11 40%.
- Year 11 has a maximum of 3 tasks and year 12 has a maximum of 4. Refer to Assessment and Reporting Guidelines for individual courses.
- Mandatory assessment outcomes must be clearly shown on tasks.

STUDENTS WITH A DISABILITY

Students who have a disability require special attention when developing units of work and assessment tasks. Teachers should refer to the link below on NESA website for guidance in preparing quality teaching and learning programs which meets the needs of a variety of students.

All courses, except for Vocational Educational and Training (VET) courses, have a Life Skills course. This may be an appropriate option after investigation and consideration by the Learning and Support Team, parents and students. Students enrolled in Life Skills courses, should be clearly identified in Monitoring processes and programming must indicate differentiation or adjustments for the student.

DISABILITY PROVISIONS

Disability provisions in the HSC are practical arrangements designed to help students who couldn't otherwise make a fair attempt to show what they know in an examination room. Students may be granted provisions to assist in the completion of examinations and assessment tasks. These provisions may include:

- Small group supervision
- Individual supervision
- Provision of reader &/or writer
- Additional time

The school can assist in supporting student, though it must be remembered that final decisions about HSC provisions require a detailed application with supporting documentation. The decision to grant or deny rests with NESAs.

If the school, through the Learning Support Team process and in consultation with parents, have determined that provisions are appropriate during the course, teachers will be notified. Teachers should ensure adequate notice (minimum of 1 week) is given to the Disability Provisions coordinator, so arrangements can be made to support the student.

SCHOOL-BASED ASSESSMENTS

Each Assessment Task should:

- Be based on syllabus outcomes
- Be a valid instrument for what they are designed to assess
- Include criteria to clarify for students what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be reliable, measure what the task intends to assess, and to provide accurate information on each student's achievement
- Be free from bias and provide evidence that accurately represents a student's knowledge, understanding and skills
- Enable students and teachers to use feedback effectively and reflect on the learning process
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time
- Reflect the weightings and components specified in the relevant syllabus
- Use marking guidelines for each task that are linked to the standards by including the wording of the syllabus outcomes and relevant performance descriptors
- Award marks earned on individual tasks that are expressed on a scale sufficiently wide to reflect adequately the relative difference in student performance
- Provide for Life Skills students and ensure adjustments to meet their needs
- Ensure practical tasks meet syllabus requirements and NESAs deadlines

STANDARDISATION OF MARKS

Students should be aware that individual marks submitted by the school will be moderated by NESAs according to the HSC examination performance of the school group of students in each course.

COMMUNICATION

Students will be issued with the Subject Assessment Schedule from each course at the commencement of their Year 11 & 12 courses. Students are required to sign off that they have received the Assessment Schedule and relevant Assessment Task notifications. Faculty Head Teachers will monitor classroom teachers through senior folders to ensure students have been adequately informed.

REPORTING

Students will receive two formal reports during the Year 11 Course and two during the Year 12 (HSC course). This will be based on their achievement of course outcomes.

- These reports will indicate achievement of course outcomes and a cumulative rank. Students will also receive notification of their rank order in each course, based on their school assessment during and at the conclusion of the course. Final assessment marks are confidential.
- When tasks are returned to students, teachers will provide meaningful feedback to students on course outcomes.
- When a student is not meeting NESA requirements, NESA Warning Letters will be issued, the students interviewed and counselled. Class teachers are to inform parents as soon as possible using relevant proforma NESA Warning Letters.

SPECIAL NOTES

- The school may vary the assessment schedule, but students must be informed in writing at least two weeks prior to the scheduled time of the task.
- There will be no assessment tasks allowed to be scheduled or due one week prior to the commencement of the Trial Examination period.
- NESA has determined special policies in relation to students who change schools during the assessment period and those who repeat the Year 12 course. They can be made available upon request.

SUBMISSION OF TASKS

- Assessments must be submitted by close of school on the due date, unless otherwise informed in writing on the Assessment Task notification.
- Teachers may nominate to receive tasks via email, Google Classrooms, TEAMS or Office 365. If this is acceptable it will be expressly stated on the task notification. Students should use their DoE portal email to submit assignments and retain proof by keeping a record of the transmission in "Sent Items".

LATENESS

- A late assignment is one that has not been submitted before or on the due date and for which the student has not been granted an extension or does not have a valid appeal.
- Extensions should be sought prior to the due date and not on the due date.
- Late assignments will only be accepted for marking within five calendar days of the original due date.
- Late assignments will receive an academic penalty of twenty percent (20%) per day late based on the total mark for the assignment, unless a valid appeal form was submitted.
- Assignments submitted more than five calendar days after the original due date will be awarded zero (0) but are still required to be completed as per NESAs guidelines.

Example 1: If a student receives 34/50 for an assignment but was two (2) days late. The assignment was marked according to all the original criteria.

$$\begin{aligned} \text{Penalty/Day} &= 10 \text{ marks per day based on } 20\% \times 50 \text{ per day late} \\ \text{Final Mark} &= \text{Original mark} - \text{Penalty} = 50 - (2 \times 10) = 34 - 20 = 14 \end{aligned}$$

Example 2: Assignments received more than five days after the due date that have not been granted an extension of time must still be marked according to the original marking criteria and students given the appropriate feedback for their work. The final mark for these assignments handed in more than five days late however will be zero ("0").

NON-SERIOUS ATTEMPTS

Students are required to attempt a range of questions throughout assessment tasks. Attempting multiple-choice questions only is not enough. Where a student is considered to have presented a non-serious attempt at either an examination or an assessment task, this may lead to non-award of marks for that section of the work.

A non-serious attempt may be the presentation of material, which for example, is frivolous or objectionable. Candidates who provide answers in languages other than English (unless specifically instructed to do so), who mark their papers with symbols or other identifying marks or make inappropriate comments on their task will have them classified as non-serious attempts.

Satisfactory completion of a Year 11 or Higher School Certificate course: course completion criteria ACE 8019

The following course completion criteria refer to both Year 11 and HSC courses.

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

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

Student must satisfactorily complete over 50% of their school-based assessments to be able to meet the above guidelines.

N-DETERMINATIONS

At any point during Stage 6, when a student is not meeting NESAs requirements, the following procedure will be followed:

Step 1: The teacher will interview the student to determine why NESAs requirements are not being met.

Step 2: If the work is not completed within an agreed time, the student will be advised that an 'N Determination Warning' has been made and written notification will be mailed to the student's home.

Step 3: Steps 1 & 2 are followed with any further unsatisfactory progress/task completion.

If there are 2 'N Determination Warnings' given, a Final N Determination may occur.

This will result in either:

- the student being excluded from that course. This usually means the student will have insufficient units of work for the award of the Preliminary HSC or the HSC; or
- the student may be expelled due to 'unsatisfactory participation in learning by a student of post-compulsory school age'.

If a final N Determination is made it will be submitted to NESAs. A student has a right to appeal this decision. This must be done by completing and submitting an official NESAs Appeal Form.

LEAVE / ILLNESS / ACCIDENT OR MISADVENTURE

In the case of special circumstances, such as leave, illness, accident, or misadventure, it is the student's responsibility to complete an appeal form and return it to the Head Teacher within two days of returning to school or the due date of the task.

It is vitally important that students provide independent evidence of their claims. The documentation provided must be current, specific to the date and time of the task(s) and submitted with the application. The person giving the independent evidence must not be related to the student.

In the cases where authenticated external documentation is provided, a decision will be made in consultation with the Class Teacher and relevant Head Teacher. This means medical certificates or statutory declarations must be provided in cases of illness or injury. A medical practitioner or other health professional must provide the independent evidence. In the case of illness, health professionals should describe the student's symptoms and describe how these symptoms could impede the student's performance. If possible, some indication of the duration of the condition should be given. Other absences must be supported with external documentation, such as a funeral notice, as well as a statutory declaration, as outlined on the appeal form. In any of the above cases this evidence is expected if the appeal is to have a chance of being successful.

Zero (0) marks will be awarded if there is no genuine case or incorrect procedure followed. In the case where more than one faculty is involved, a common approach will be determined.

INVALID TASKS

Very rarely an incident will occur which impacts on a students' ability to complete a task at school. Examples may include (though not limited to):

- Emergency Evacuation
- Lockdown
- Blackout
- Incorrect printing of papers
- Student misbehaviour/ excessive noise in or out of room

In these situations, the HSC Review Team (consisting of Principal, current Year 12 Deputy Principal, Head Teacher Secondary Studies and Year 12 Year Adviser) will examine the situation and determine an appropriate outcome that suits most of the students. Outcomes may include:

- Rescheduling of task if interrupted in the first half of the allocated time at the nearest available opportunity
- Enabling students to sit only the section they missed after the interruption at the nearest available opportunity
- Providing an estimate for the unfinished section if the time was over 80% complete

Decisions will be communicated to students as soon as practicable.

Students who believe they have been adversely affected due to the changes, may submit an appeal. They will need to demonstrate how they have faced a greater hardship than other students who have been able to accommodate the change.

ALL MY OWN WORK

Students must apply the principles and practices of good scholarship to their HSC studies.

As a prerequisite to enrolment in Preliminary HSC courses students were required by the NSW Education Standards Authority (NESA) to complete the HSC: All My Own Work Program.

This program is designed to help HSC students follow the principles and practices of good scholarship; to understand and value ethical practices when locating and using information.

The program modules are:

- Scholarship Principles and Practices
- Acknowledging Sources
- Plagiarism
- Copyright
- Working with Others

Students can review the modules anytime at

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

MALPRACTICE

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately.

Malpractice, including plagiarism, will lead to you receiving zero (0) marks for the task or examination, and will jeopardise your HSC results.

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

- Copying someone else's work in part or in whole, and presenting it as your own
- Using material directly from books, journals, CDs or the internet without reference to the source
- Building on the ideas of another person without reference to the source
- Buying, stealing or borrowing another person's work and presenting it as your own
- Submitting work which another person, such as a parent, coach or subject expert, has contributed to substantially
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- Paying someone to write or prepare material
- Breaching school examination rules
- Cheating in an HSC examination
- Using non-approved aids during an assessment task
- Contriving false explanations to explain work not handed in by the due date
- Assisting another student to engage in malpractice.

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

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

Any student found to commit any of these acts of malpractice, will be awarded zero (0) marks for any task. Any student who lends material for copying will be similarly penalised.

RESPONSIBILITIES OF TEACHERS

- Design and implement tasks consistent with NESA, school and faculty policies.
- Record marks on the appropriate faculty register and keep individual copy for at least 12 months after the class completes their Year 12 course.
- Provide alternative tasks or estimates at the direction of the Deputy Principal or Principal.
- Ensure that satisfactory notification of a task is given, at least 2 weeks prior, as per the assessment schedule.
- Communicate with parents when student performance is poor or non-existent, generate NESA Warning Letters (N-Award) when students fail to submit tasks or make a non-serious attempt at a task, issue follow up letters and contact parents about outstanding N-Awards.
- Keep final assessment marks confidential.
- Maintain his or her senior folder.
- Notify students, Head Teacher, and Deputy Principal in writing, of any changes to schedules or tasks.

RESPONSIBILITIES OF HEAD TEACHERS

- Ensure preparation of assessment information for inclusion in the HSC Course Assessment Schedule which indicates required components, weightings, type of tasks, marks, outcomes assessed and timing in line with the relevant NESA syllabus and/or subject manual.
- Adhere to the School Assessment Policy and Schedule.
- Ensure each staff member maintains his or her senior folder.
- Monitor staff each term to ensure assessment policy is being followed.
- Ensure all faculty staff are aware of NESA, school and faculty policies on assessment.

RESPONSIBILITIES OF DEPUTY PRINCIPALS

- Ensure faculties distribute subject-based assessment schedules to students.
- Ensure records are kept that certify the receipt of this material by students.
- Manage appeal form processes with Head Teacher.
- Monitor and support students to redeem N-Awards with the Class Teacher and Head Teacher.
- Collate N-determinations for Principal to submit to NESA.
- Ensure all Head Teachers comply with NESA and school assessment policy and assessment schedules.
- In consultation with the Leadership Team, amend the school policy to reflect changes made by NESA or DoE as required.

RESPONSIBILITIES OF STUDENTS

Students will achieve to the best of their abilities and potential by taking utmost responsibility for the outcome of their education. Students should:

- be familiar with all assessment requirements and deadlines
- organise an efficient program of study and work
- complete and submit all assessable tasks by the due date
- seek advice and assistance from teachers and discuss difficulties and needs openly
- seek clarification from teachers when there is misunderstanding regarding marks allocated for specific tasks (students are also encouraged to consult with the Head Teachers and their subject teachers)

WORK PLACEMENT AND TVET COURSES

Students must complete all mandatory work placements to be eligible for the HSC.

Students are required to show evidence of competencies across a range of areas. Students can attempt the task several times until competent.

'N' Determination warning letters will be issued if the student does not attempt the task or demonstrate competency in the timeline published.

Students will be given the opportunity to address the competency and once achieved, the 'N' determination will be redeemed.

In VET courses, there are no deduction in marks for attempts after the published date.

RECORD OF STUDENT ACHIEVEMENT (RoSA)

The NSW Record of Student Achievement (RoSA) provides the most up to date information on a student's achievement across all subjects and a range of extra-curricular activities.

The RoSA is a cumulative credential in that it allows students to accumulate their academic results until they leave school.

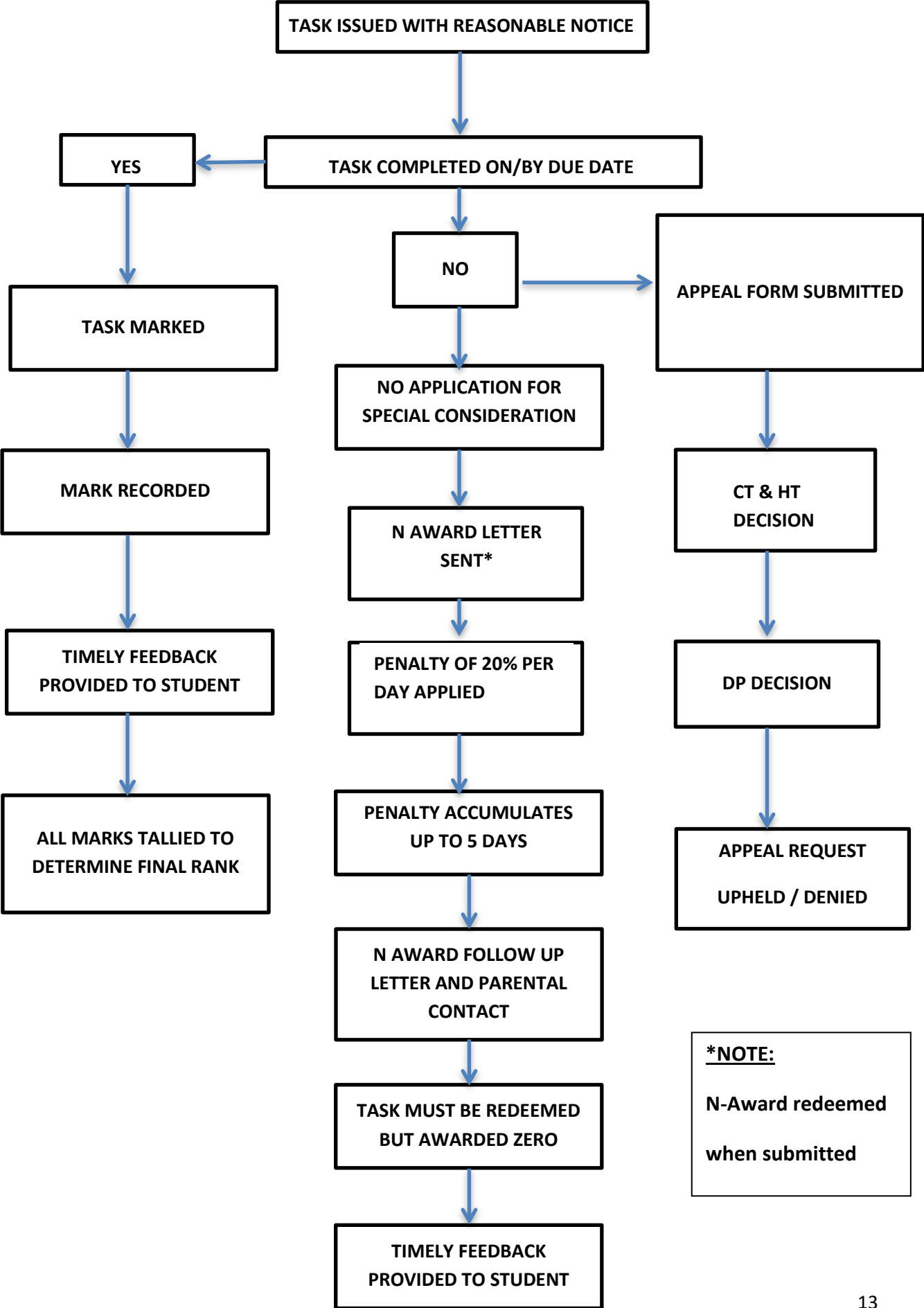
Eligible students who leave school before receiving their Higher School Certificate (HSC) will receive the NSW Record of School Achievement (RoSA).

School leavers who are not eligible for the RoSA will receive a Transcript of Study.

Additional information about the ROSA can be accessed at

<https://www.educationstandards.nsw.edu.au/>

ASSESSMENT FLOW CHART



***NOTE:**
 N-Award redeemed
 when submitted

ASSESSMENT FOR, AS, AND OF LEARNING

NSW syllabuses and support materials 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 improve student learning.

The principles of *assessment for learning* and *assessment as learning* strategies have some common elements.

Assessment for learning and *assessment as learning* incorporate:

- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning
- feedback, together with evidence, to help teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

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.

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.

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 of work, term or semester and may be used to rank or grade students. The effectiveness of assessment for 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.

Assessment for learning and *assessment as learning* approaches help teachers and students to know if current understanding is a suitable basis for future learning. Teachers using their professional judgement in a standards-referenced framework can extend the process of *assessment for learning* into the *assessment of learning*.

Year 11 (2023) Assessment Calendar

	WEEK	Courses with assessment tasks
Term 1 - 2023	1	SDD only
	2 - 7	Nil assessment tasks
	8	Agriculture, Biology, Photography, Video and Digital Imaging, Physics
	9	Community & Family Studies, Earth & Environmental Science, Engineering Studies, Food Technology, Geography, Investigating Science, Legal Studies, Marine Studies, Music 1, Sport, Lifestyle and Recreation, Textiles & Design, Visual Arts
	10	Business Studies, Chemistry, Industrial Technology, Mathematics (Extension 1, Advanced, Standard, Numeracy), Personal Development, Health and Physical Education, Society & Culture
	11	English Advanced, English Standard
Term 2 - 2023	1	Design and Technology
	2	Nil assessment tasks
	3	Ancient History, Modern History
	4	English Extension 1
	5 - 6	Nil assessment tasks
	7	Agriculture, Biology
	8	Geography, Mathematics (Extension 1, Advanced, Standard, Numeracy), Sport, Lifestyle and Recreation
	9	Business Studies, Chemistry, English (Advanced, Extension 1, Standard, Studies), Personal Development, Health and Physical Education, Society & Culture
	10	Community & Family Studies, Earth & Environmental Science, Investigating Science, Legal Studies, Marine Studies, Music 1, Photography, Video and Digital Imaging, Physics, Visual Arts
	Term 3 - 2023	1 - 2
3		Food Technology
4		Ancient History, Engineering Studies, English Studies, Textiles & Design
5		Industrial Technology
6		English Extension 1, Design and Technology, Modern History
7 - 8		Nil assessment tasks
9 - 10		Agriculture, Ancient History, Biology, Business Studies, Chemistry, Community & Family Studies, Design & Technology, Earth & Environmental, Engineering Studies, English (Extension 1, Advanced, Standard, Studies), Food Technology, Geography, Industrial Technology, Investigating Science, Legal Studies, Marine Studies, Mathematics (Extension 1, Advanced, Standard, Numeracy), Modern History, Music, Personal Development, Health and Physical Education, Photography, Video and Digital Imaging, Physics, Society & Culture, Sport, Lifestyle & Recreation, Textiles & Design, Visual Arts

- VET Assessment tasks will be advised as the school is advised by the Registered Training Organisation (RTO)
- Assessment weeks for English Extension 1 and Mathematics Extension 1 will be negotiated with class teacher, Head Teacher, and Deputy Principal

Agriculture Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Farm Case Study Report	Animal Feed Trial Report	Final Examination	
Due date	Term 1, Week 8	Term 2, Week 7	Term 3, Week 9/10	
Outcomes	P1.1, P1.2, P2.3, P3.1, P5.1	P 2.2, P3.1, P4.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
Components				Weightings %
Knowledge and understanding of course content		10	30	40
Knowledge, understanding and skills required to manage agricultural production systems	30	10		40
Skills in effective research, experimentation and communication		10	10	20
Total %	30	30	40	100

Ancient History Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Source Analysis Task	Historical Investigation	End of Course Examination	
Due date	Week 3 – Term 2	Week 4 – Term 3	Week 9/10 – Term 3	
Outcomes	11.2, 11.3, 11.5, 11.6, 11.7, 11.9.	11.5, 11.6, 11.7, 11.8, 11.9.	11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.9, 11.10.	
Components				Weightings %
Knowledge and understanding of course content	15		25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

Big Picture Education Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Project Exhibition and Reflection	Learning Plan and Project Proposal	Project Portfolio and Reflection	
Due date	Term 1, Week 10	Term 2, Week 3	Term 3, Week 9	
Outcomes assessed	Com1.1, 1.2, 1.3, 2.2, 3.2 & 3.3 Kno3.1, 3.2 & 3.3 Per1.1	Com2.1 & 3.1 Emp1.1 & 1.2 Kno1.2 Soc2.2, 2.3 & 3.2	Emp2.3, 3.1 & 3.2 Kno3.1 & 3.3 Per2.2	
Components				Weighting
Knowledge				
Skills				
Total %	40	20	40	100

Biology Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Depth Study Module 3 & 4	Practical Skills Test Module 1	Course Examination	
Due date	Term 1, Week 8	Term 2, Week 7	Term 3, Week 9/10	
Outcomes	BIO11/12-1* BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-7* BIO11-10 BIO11-11	BIO11/12-4 BIO/11-12-5 BIO11/12-6 BIO11-8	BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11-8 BIO11-9 BIO11-10 BIO 11-11	
Components				Weightings %
Skills in working scientifically	25	15	20	60
Knowledge and understanding of course content	10	15	15	40
Total %	35	30	35	100

Business Studies Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Nature of Business Topic Task	Business Management Case Scenario Task	End of Course Examination	
Due date	Week 10 – Term 1	Week 9 – Term 2	Week 9/10 - Term 3	
Outcomes	P1, P2, P6, P7, P8	P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10	
Components				Weightings %
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills		10	10	20
Inquiry and research	15	5		20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

Chemistry Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Research Task Modelling Properties and Structure of Atoms	Depth Study Report Practical Investigation	End of Course Examination	
Due date	Term 1, Week 10	Term 2, Week 9	Term 3, Week 9/10	
Outcomes	CH11/12-4 CH11/12-5 CH11/12-7 CH11-8	CH11/12-1* CH11/12-2 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7* CH11-9 CH11-10	CH11/12-1 CH11/12-3 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-8 CH11-9 CH11-10 CH11-11	
Components				Weightings %
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	30	40	100

*Mandatory outcomes for Depth Studies

Community and Family Studies Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Resource Management Analysis	Roles within Individuals and Groups	Yearly Examination	
Due date	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9/10	
Outcomes	P1.2, P5.1, P6.1	P2.3, P2.1	P1.1, P1.2, P2.1, P2.2, P2.3, P2.4, P3.1, P3.2	
Components				Weightings %
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research methodology, analysing and communicating	20	25	15	60
Total %	30	40	30	100

Design and Technology Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Design Task 1 and Folio	Design Task 2 and Folio	End of Course Exam	
Due date	Term 2, Week 1	Term 3, Week 6	Term 3, Week 9/10	
Outcomes	P1.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.1, P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2, P4.1, P4.3, P5.2	
Components				Weightings %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60
Total %	30	40	30	100

Earth and Environmental Science Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Earth's Resources Practical Skills Test	Plate Tectonics Depth Study	End of Course Examination	
Due date	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9/10	
Outcomes	EES 11/12-2 EES 11/12-3 EES 11/12-4 EES 11/12-5 EES 11/12-6 EES 11-8	EES 11/12-1 EES 11/12-2 EES 11/12-3 EES 11/12-4 EES 11/12-5 EES 11/12-6 EES 11/12-7 EES 11-9	EES 11/12-5 EES 11/12-6 EES 11/12-7 EES 11-8 EES 11-9 EES 11-10 EES 11-11	
Components				Weightings %
Skills in working scientifically	20	30	10	60
Knowledge and understanding of course content	5	5	30	40
Total %	25	35	40	100

Engineering Studies Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Engineering Fundamentals/Engineered Products Test	Engineering Report Braking Systems	End of Course Exam	
Due date	Term 1, Week 9	Term 3, Week 4	Term 3, Week 9/10	
Outcomes	P1.2, P2.1, P3.1, P3.3, P4.1, P4.3	P1.1, P2.1, P3.1, P3.2, P3.3, P6.2	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	
Components				Weightings %
Knowledge and understanding of course content	15	10	35	60
Knowledge and skills in research, problem solving and communication related to engineering practice	15	20	5	40
Total %	30	30	40	100

English Advanced Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Narrative/Reflection Statement	Multimodal Presentation	Formal Examination	
Due date	T1W11	T2W9	T3W9/10	
Outcomes	EA11-2, EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-4, EA11-6, EA11-8, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-7, EA11-8	
Components				Weightings %
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 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Imaginative Response	Extended Formal Response	Multimodal/Oral presentation	
Due date	T2W4	T2W9	T3W6	
Outcomes	EE11-1, EE11-2, EE11-3,	EE11-1, EE11-2, EE11-3, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	
Components				Weightings %
Knowledge and understanding of complex texts and of how and why they are valued	15	15	20	50
Skills in complex analysis, sustained composition and independent investigation	15	15	20	50
Total %	30	30	40	100

English Standard Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Narrative/Reflection Statement	Multimodal Presentation	Formal Examination	
Due date	T1W11	T2W9	T3W9/10	
Outcomes	EN11-2, EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-4, EN11-6, EN11-8, EN11-9	EN11-1, EN11-3, EN11-5, EN11-6, EN11-7, EN11-8	
Components				Weightings %
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Total %	30	40	30	100

English Studies Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Multimodal Presentation	Collection of Classwork	Formal Examination	
Due date	T2W9	T3W4	T3W9/10	
Outcomes	ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-9, ES11-10	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-8, ES11-9, ES11-10	ES11-3, ES11-4, ES11-5, ES11-9, ES11-10	
Components				Weightings %
Knowledge and understanding of course content	15	20	15	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	15	20	15	50
Total %	30	40	30	100

Food Technology Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Food Availability and Selection	Food Quality and Nutrition	Yearly Examination	
Due date	Term 1, Week 9	Term 3, Week 3	Term 3, Week 9/10	
Outcomes	P1.1, P1.2, P4.2	P2.1, P2.2, P4.1, P4.4	P1.1, P1.2, P2.1, P2.2, P3.1 P5.1	
Components				Weightings %
Knowledge and understanding of course content	10	10	20	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	40	30	100

Geography Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Skills Examination & Extended Response <i>Geographical Tools & Skills</i> <i>Biophysical Interactions</i>	Geographical Inquiry <i>Senior Geography Project</i>	Formal Examination <i>Biophysical Interactions, Global Challenges & Geographical Inquiry</i>	
Due date	Week 9 – Term One	Week 8 – Term Two	Week 9/10 – Term Three	
Outcomes	P1, P2, P3, P8, P9, P10, P12	P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P6, P10	
Components				Weightings %
Knowledge and understanding of course content	10	10	20	40
Geographical tools and skills	10		10	20
Geographical inquiry and research, including fieldwork	5	10	5	20
Communication of geographical information, ideas and issues in appropriate forms	5	10	5	20
Total %	30	30	40	100

Industrial Technology Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Planning and Communication	Preliminary Project	End of Course Exam	
Due date	Term 1, Week 10	Term 3, Week 5	Term 3, Week 9/10	
Outcomes	P2.2, P3.1, P3.3, P5.1, P5.2	P1.1, P1.2, P2.1, P6.1, P6.2, P7.1	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2, P7.2	
Components				Weightings %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the design, management, communication and production of projects	20	30	10	60
Total %	30	40	30	100

Investigating Science Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Depth Study* Practical Investigation	Depth Study* Research Task	Formal Examination	
Due date	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9/10	
Outcomes	INS11/12-1* INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7* INS11-8	INS11/12-1* INS11/12-2 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7* INS11-10	INS11/12-2 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11	
Components				Weightings %
Skills in working scientifically	20	20	20	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	30	40	100

Legal Studies Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Topic Test Core Part I. The Legal System	Media File and Extended Response Core Part II: Individual and Law	Final Examination End of Course Examination All topics	
Due date	Week 9 – Term 1	Week 10 – Term 2	Week 9/10 – Term 3	
Outcomes	P1, P2, P3, P4, P6,P7, P9	P1, P4, P5, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P9, P10	
Components				Weightings %
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	5	5	10	20
Inquiry and research		20		20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
Total %	20	40	40	100

Marine Studies Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	First Aid and CPR Accreditation	Marine & Maritime Employment Presentation	Final Examination	
Due date	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9/10	
Outcomes	1.1 2.2 2.3 3.1 3.2 4.2 5.4	1.2 2.3 3.4 4.1 4.2	1.1 1.2 1.3 3.1 3.2	
Components				Weightings %
Skills outcomes and content	20	20	10	50
Knowledge & understanding outcomes and course content	10	10	30	50
Total %	30	30	40	100

Mathematics Advanced Year 11 – 2023

Task number	Task 1	Task 2	Task 3	
Task description	Common Test	Assignment / Investigation	Formal Examination	
Due date	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9 / 10	
Outcomes	MA11-1, MA11-2	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Components				Weightings %
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Disclaimer: Any alteration to this schedule will be notified in the Assessment Task Notification with at least 2 weeks notice

Mathematics Extension 1 Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Common Test	Assignment / Investigation	Formal Examination	
Due date	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9/10	
Outcomes	ME11-1, ME11-2, ME11-5	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME11-1, ME11--2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Components				Weightings %
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Disclaimer: Any alteration to this schedule will be notified in the Assessment Task Notification with at least 2 weeks notice

**Mathematics Standard (ATAR Pathway)
Year 11 - 2023**

Task number	Task 1	Task 2	Task 3	
Task description	Assignment / Investigation	Common Test	Formal Examination	
Due date	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9 / 10	
Outcomes	MS11-1, MS11-2, MS11-3, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-4, MS11-7, MS11-8	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Components				Weightings %
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Disclaimer: Any alteration to this schedule will be notified in the Assessment Task Notification with at least 2 weeks notice

**Mathematics Standard (Non-ATAR Pathway)
Year 11 - 2023**

Task number	Task 1	Task 2	Task 3	
Task description	Assignment / Investigation	Common Test	Formal Examination	
Due date	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9 / 10	
Outcomes	MS11-1, MS11-2, MS11-3, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-4, MS11-7, MS11-8	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Components				Weightings %
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Disclaimer: Any alteration to this schedule will be notified in the Assessment Task Notification with at least 2 weeks notice

Numeracy Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Assignment/Investigation Cars around the moon	Assignment/Investigation Travel guide	Assignment/Investigation Renovate, redecorate	
Due date	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9	
Outcomes	N6-1.2 N6-1.3 N6-2.2 N6-3.1	N6-1.1 N6-2.2 N6-2.3 N6-3.2	N6-1.1 N6-1.2 N6-2.1 N6-2.2 N6-3.1	
Components				Weightings %
Knowledge and understanding	15	15	20	50
Skills	15	15	20	50
Total %	30	30	40	100

Disclaimer: Any alteration to this schedule will be notified in the Assessment Task Notification with at least 2 weeks notice

Modern History Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Source Analysis	Historical Investigation	End of Course Examination	
Due date	Week 3 – Term 2	Week 6 – Term 3	Week 9/10 – Term 3	
Outcomes	11.1, 11.4, 11.6, 11.9	11.5, 11.6, 11.7, 11.8, 11.9	11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.9, 11.10	
Components				Weightings %
Knowledge and understanding of course content	15		25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

Music 1 Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Composition and Viva Voce Topic 1 – Methods of Notation Composition or arrangement demonstrating a method of notation. Presentation and written summary of viva voce, including aural analysis of composition with reference to concepts of music relevant to the chosen topic.	Performance and Musicology Topics 2 & 3 – Student choice Solo or ensemble performance in the style of topics studied. Music analysis of the performance piece based on the concepts of Music and the topic it relates to.	Aural Skills Aural analysis of a selection of music in an exam situation.	
Due date	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9/10	
Outcomes	P2, P3, P5, P7, P8	P1, P6, P9	P4, P6	
Components				Weightings %
Performance		25		25
Composition	25			25
Musicology	15	10		25
Aural			25	25
Total %	40	35	25	100

**Personal Development, Health and Physical Education
Year 11 - 2023**

Task number	Task 1	Task 2	Task 3	
Task description	Core 1 Scenario Analysis	Core 2 Research Task	Formal Examination	
Due date	T1 W10	T2 W9	T3 W9/10	
Outcomes	P2, P3, P4, P15, P16	P7, P8, P9, P10, P11, P16, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	
Components				Weightings %
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysis and communicating	20	20	20	60
Total %	30	30	40	100

Photography, Video and Digital Imaging Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Submission of portfolio of works and written task Introduction to Practice in Digital Imaging	Submission of portfolio of works and written task Introduction to Practice in Wet Photography	Submission of portfolio of works and written task Introduction to Practice in Video	
Due date	Term 1, Week 8	Term 2, Week 10	Term 3, Week 9/10	
Outcomes	M1, M3, CH3	M2, M4, M6, CH1, CH2	M4, M5, CH4, CH5	
Components				Weightings %
Making	20	20	30	70
Critical and Historical Studies	10	15	5	30
Total %	30	35	35	100

Physics Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Module 1: Kinematics Research and Presentation	Module 3: Waves & Thermodynamics Depth Study Practical Investigation & Report	End of Course Examination	
Due date	Term 1, Week 8	Term 2, Week 10	Term 3, Week 9/10	
Outcomes	PH11/12-4 PH11/12-5 PH11/12-7 PH11-8	PH11/12-1* PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7* PH11-10	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Components				Weightings %
Skills in working scientifically	20	30	10	60
Knowledge and understanding of course content	10	10	20	40
Total %	30	40	30	100

*Mandatory Depth Study Outcomes

Society and Culture Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	The Social and Cultural World Questionnaire and Research Task	Personal and Social Identity Cross-Generational Study	End of Course Examination	
Due date	Week 10 - Term 1	Week 9 - Term 2	Week 9/10 – Term 3	
Outcomes	P1, P3, P6, P9, P10.	P1, P2, P3, P5, P8, P10.	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10.	
Components				Weightings %
Knowledge and understanding of course content	10	10	30	50
Application and evaluation of social and cultural research methods	15	15		30
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100

Sport, Lifestyle & Recreation Year 11 – 2023

Task number	Task 1	Task 2	Task 3	
Task description	Research & Practical Application	Research & Practical Application (Gala Day)	Formal Examination	
Due date	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9/10	
Outcomes	1.2, 1.3, 2.2, 3.2	1.1, 1.3, 2.1, 3.1, 4.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.6, 4.1, 4.2, 4.4	
Components				Weightings %
Knowledge and understanding	20	10	20	50
Skills in critical thinking, research, analysis and communicating	10	20	20	50
Total %	30	30	40	100

Textiles and Design Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	Sectors of the ATCFAI Investigation	Textile Skill and Development Portfolio	Yearly Examination	
Due date	Term 1, Week 9	Term 3, Week 4	Term 3, Week 9 / 10	
Outcomes	P2.1 P5.1 P5.2 P6.1	P1.1 P1.2 P2.1 P2.2 P2.3 P4.1	P1.1 P1.2 P3.1 P3.2 P5.1 P5.2 P6.1	
Components				Weightings %
Knowledge and understanding of course content	10		40	50
Skills and knowledge in the design, manufacture and management of textiles projects	10	40		50
Total %	20	40	40	100

Visual Arts Year 11 - 2023

Task number	Task 1	Task 2	Task 3	
Task description	<p>Portfolio of Experimental Works Submission of 5-10 exploratory artworks as representation of place. Accompanying VAPD including evidence of material and conceptual experimentation with explanation of related artist's practice through the Frames</p>	<p>Written Response Using research of selected artists for in-class written response using the Conceptual Framework, Artmaking Practice and the Frames. Submission of Research</p>	<p>Submitted Artwork/s with written presentation. Submission of completed artwork(s) with written presentation on the representation of the artist/audience relationship demonstrated in student's artmaking practice.</p>	
Due date	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9/10	
Outcomes	P1, P3, P4, P5, P6	P8, P9, P10	P1, P2, P4, P5, P6	
Components				Weightings %
Artmaking			30	50
Art Criticism and Art History	10	30	10	50
Total %	30	30	40	100

10 Habits of Highly Effective Students

by Becton Loveless

From <<https://www.educationcorner.com/habits-of-successful-students.html>>

The key to becoming an effective student is learning how to study smarter, not harder. This becomes more and more true as you advance in your education.

While some students can breeze through school with minimal effort, this is the exception. Most successful students achieve their success by developing and applying effective study habits. The following are the top 10 study habits employed by highly successful students. So, if you want to become a successful student, don't get discouraged, don't give up, just work to develop each of the study habits below and you'll see your grades go up, your knowledge increase, and your ability to learn and assimilate information improve.

1. Don't attempt to cram all your studying into one session.

Ever find yourself up late at night expending more energy trying to keep your eyelids open than you are studying? If so, it's time for a change. Successful students typically space their work out over shorter periods of time and rarely try to cram all their studying into just one or two sessions. If you want to become a successful student then you need to learn to be consistent in your studies and to have regular, yet shorter, study periods.

2. Plan when you're going to study.

Successful students schedule specific times throughout the week when they are going to study -- and then they stick with their schedule. Students who study sporadically and whimsically typically do not perform as well as students who have a set study schedule. Even if you're all caught up with your studies, creating a weekly routine, where you set aside some time a few days a week, to review your courses will ensure you develop habits that will enable you to succeed in your education long term.

3. Study at the same time.

Not only is it important that you plan when you're going to study, it's important you create a consistent, daily study routine. When you study at the same time each day and each week, you're studying will become a regular part of your life. You'll be mentally and emotionally more prepared for each study session and each study session will become more productive. If you must change your schedule from time to time due to unexpected events, that's okay, but get back on your routine as soon as the event has passed.

4. Each study time should have a specific goal.

Simply studying without direction is not effective. You need to know exactly what you need to accomplish during each study session. Before you start studying, set a study session goal that supports your overall academic goal

5. Never procrastinate your planned study session.

It's very easy, and common, to put off your study session because of lack of interest in the subject, because you have other things you need to get done, or just because the assignment is hard. Successful students DO NOT procrastinate studying. If you procrastinate your study session, your studying will become much less effective, and you may not get everything accomplished that you need to. Procrastination also leads to rushing, and rushing is the number one cause of errors.

6. Start with the most difficult subject first.

As your most difficult assignment or subject will require the most effort and mental energy, you should start with it first. Once you've completed the most difficult work, it will be much easier to complete the rest of your work. Believe it or not, starting with the most difficult subject will greatly improve the effectiveness of your study sessions, and your academic performance.

7. Always review your notes before starting an assignment.

Obviously, before you can review your notes you must first have notes to review. Always make sure to take good notes in class. Before you start each study session, and before you start a particular assignment, review your notes thoroughly to make sure you know how to complete the assignment correctly. Reviewing your notes before each study session will help you remember important subject matter learned during the day, and make sure your studying is targeted and effective.

8. Make sure you're not distracted while you're studying.

Everyone gets distracted by something. Maybe it's the TV. Or maybe it's your family. Or maybe it's just too quiet. Some people study better with a little background noise. When you're distracted while studying you (1) lose your train of thought and (2) are unable to focus -- both of which will lead to very ineffective studying. Before you start studying find a place where you won't be disturbed or distracted. For some people this is a quiet cubical in the recesses of the library. For others is in a common area where there is a little background noise.

9. Use study groups effectively.

Ever heard the phrase "two heads are better than one?" This can be especially true when it comes to studying. Working in groups enables you to (1) get help from others when you're struggling to understand a concept, (2) complete assignments more quickly, and (3) teach others, whereby helping both the other students and you to internalize the subject matter. However, study groups can become very ineffective if they're not structured and if groups members come unprepared. Effective students use study groups effectively.

10. Review your notes, schoolwork, and other class materials over the weekend.

Successful students review what they've learned during the week over the weekend. This way they're well prepared to continue learning new concepts that build upon previous coursework and knowledge acquired the previous week.

We're confident that if you'll develop the habits outlined above that you'll see a major improvement in your academic success.

Finding a Good Place to Study

From <<https://www.educationcorner.com/study-location.html>>

One of the keys to effective studying is finding a good location. It's difficult to study in a room full of distractions. However, the ideal location for you may not be the ideal study location for someone else. You may not like studying somewhere private, or even very quiet, but you do want to make sure that you study at a location that is conducive to your method of learning, allows you to concentrate, and is free of distractions.

The reason why it is not always recommended to study in a quiet area is because some people learn better in a room with background noise. While studying in a library with people constantly coming and going, librarians restocking books and people talking is distracting to some, it's the perfect study environment for others. Some students prefer studying in a small cubical where they will not be disturbed by noise or any other visual stimuli, while others like studying right in the middle of bustle and commotion.

The following are general guidelines for selecting a study location. Since everyone has individual study preferences, there is no one best study location for everyone.

1. Create a routine

Develop a routine by studying in the same place and same time on days you plan to study. Everyone has a personal preference as to where they study, whether it's in a library or dorm room.

Regardless of your preference, we recommend studying in the same place. Just make sure to study in a location without distractions. For example, if you like to watch television, it is probably not a good idea to study in a room with a television.

Although it may seem monotonous, it's beneficial to establish a studying routine. This will get you into the habit of studying, and before you know it, it will take little effort to get motivated to study.

2. Find a location that's comfortable

It is counterproductive to study for extended hours at a time in an uncomfortable environment. For this reason, you should find a place to study that is comfortable.

You want to make sure you do not suffer any back, wrist, or other physical discomfort while you study. Even small discomforts can eventually result in more serious physical problems. It's also a good idea to make sure you have all the materials you need to study, such as pens and books, nearby your study area.

It's also good idea to study in a well-lit area since it can be difficult to study with poor lighting even if the environment is perfect. Studying in the basement of library may seem the perfect location, but if there isn't any natural light, it will have a negative effect.

3. Evaluate your study preferences

Each individual has unique learning styles, methods and study preferences. Consequently, you should first determine how you learn best before deciding on a study location. You should also know what it is that is most distracting to you. As mentioned, some people can study in noisy environments while others can't. After selecting a study environment best suited your individual preferences, conduct frequent evaluations to determine whether your study sessions are productive. If not, reassess your study location.

4. Create study rules and follow them

If your study sessions are unproductive, or you're struggling with motivation, establish some personal study rules. After you have established some rules, be sure to tell your parents or other trusted family members and friends to follow up with you. A common rule many people set for themselves is scheduling specific time frames for studying with periodic breaks. If don't have anyone to follow up with you, it's still a good idea to establish study rules.

There is no one best place to study, only best conditions that promote effective studying. The following are a few locations that can be ideal for studying.

- **Library / Senior Study Centre.** The library offers a quiet environment with various study options, including individual cubicles, tables, couches, as well as a variety of information and learning resources and access to the Senior Study Learning and Support Teacher.
- **Bedroom.** This can be an excellent study location given its convenience and comfort. It's also easy to have all your study materials on hand. However, a bedroom isn't always the best place to study if it's too comfortable or there are too many distractions (ie. video games, TV, roommates, etc.).
- **Kitchen.** The kitchen can be an excellent study location if there aren't too many distractions. Most kitchens are well lit and have seating that makes you sit up.
- **Coffee shop.** Soft background noise, free Wi-Fi, great lighting and a relaxed atmosphere can make a coffee shop a great location to study.

Wherever you chose to study, just remember, find a location that is free from distractions, consistently available, comfortable and that fits our unique learning style.

Active Learning

Active learning means:	Students can be active learners by:
<ul style="list-style-type: none"> being engaged in class 	Being on time, paying attention in class, listening to teacher, listening to other students' questions, making a genuine attempt at all class tasks
<ul style="list-style-type: none"> being an active member of the class 	Being involved in class discussion, actively participating in group work, and/or the activities for all lessons
<ul style="list-style-type: none"> taking detailed notes in class 	Copying all notes, catching up on notes if away for a lesson, completing all tasks, keeping books up to date, adding to notes if the teacher says something that is important
<ul style="list-style-type: none"> making sure the content is understood 	Asking the teacher for help if the work is not understood, doing homework to check understanding, check answers once questions are completed
<ul style="list-style-type: none"> actively clarifying developing understanding 	putting an asterix * beside any work not understood and then finding out later what it means (Google, teacher, friend, family, tutor)

Test Taking Strategies

Don't Procrastinate. Don't Cram.

It seems like some students thrive on last-minute 'cramming'. But most experts will agree, cramming isn't effective. The biggest problem with cramming is that it causes students to sacrifice sleep time to study. While it's not possible to perform well on a test without the required knowledge, sleep is critical for academic success. Sacrificing sleep for an additional 3 or 4 hours of study is often counterproductive.

One of the most important test preparation tips we can give you is to give yourself enough time to study. Don't procrastinate! It's best to begin preparing long before the day of a test. Make it a habit to complete reading assignments on time and frequently review lecture notes. If you're preparing for mid-term or final exams, you'll want to organize your time so you can dedicate more time to those exams that are more important or are going to be more demanding.

Plan Your Study Time

Make time for studying. Setting aside regular time to study is critical for achieving high test performance. We recommend preparing a term calendar, weekly schedule and daily schedule that includes regular study sessions. It's so easy for work and other activities to quickly take precedence over studying, so plan your study time in advance. As you progress through the term it's okay to amend your study schedule to meet your needs, but make sure you plan study sessions in advance – and that you stick with them.

Watch for Clues

Almost every teacher has a methodology for preparing test questions – and they tend to use the same methodology each time they prepare a test. Watch for clues your teacher might provide about possible test questions and formats. It is also advisable to participate at test review sessions and ask questions about unclear concepts. Never be ashamed to ask questions.

Ask Your Teacher for Direction

Ask your teacher directly the best way to study for the test. Many teachers are open to sharing suggestions, even secrets, as to prepare for their exams how best. Don't be scared to ask your teacher about what subjects or topics you will be tested on during the exam – even what types of questions to might see.

Arrive Early on Test Day

It's common for students struggling with difficult concepts or subject matter to show up early on test day to seek additional clarification or understanding from the teacher or instructor. This is an excellent opportunity to gain additional understanding and test preparation. Show up to class early on test day, in case the teacher provides any additional tips, instruction or insight. It also means that you are not starting the test feeling rushed.

Review Early. Review with a Group.

Start a final review of all notes, readings, and other class materials that will help you prepare, a couple days before the test. You can do this review by yourself or as part of a study group. Working as part of a study group is an excellent way to review in preparation for an exam. Reviewing in preparation for a test as part of study group will allow you to improve your notes, fill in any gaps in your understanding, more fully explore complex concepts, maximize your time, cover more material, gain additional knowledge about what might be on the test, and provide you with a support system.

Prepare a Summary

Prepare a summary of the main topics and concepts that will be covered during an exam, then use this sheet to study. This will help you memorise key facts and other information you will be tested on.

Use Visual Aids

Visual aids, including chart, diagrams and graphs are great study helps – especially if you're a visual learner. Organizing information into diagrams and charts helps to condense and simply information and improves recall at test time.

Stay Healthy

Getting plenty of rest and exercising regularly will enhance your ability to perform well on a test. Eat a nutritious meal prior to taking a test to be alert and focused. Stay away from junk food and sugar as it will cause your energy levels to drop quickly and can impact your ability to focus.

Get Plenty of Sleep

Do not stay up all night studying prior to test day. Get plenty of sleep the night before. Never show up to a test tired. Studies show that student who spend more time upfront studying and less time cramming the night before typically perform better on tests.

Stay Hydrated and Use the Bathroom

Be sure to use the bathroom before the test begins. If you must visit the bathroom during the test, it can waste time, and in many cases, students are not permitted to leave a room once a test begins. It can also be extremely uncomfortable and distract your concentration. However, it's also important that you stay hydrated. If possible, bring a bottle of water with you to the exam.

Preparing for a test

Before the test:

- When the teacher gives you a test, read the directions first and make sure that you understand and follow them. If you have questions, ask your teacher.
- Use your study skills to learn the material that will be covered on the test.
- Be positive when you study. Think about you doing well and that you will not fail.
- Think of the test as a chance to show how much you have learned.
- Ask your teacher about the types of questions that will be on the test and study accordingly.
- The most common types of questions are: multiple choice, true-false, short answer, fill-in-the blank, matching, and essay questions.
- Make sure you have a good night's sleep the night before the test
- Eat a good breakfast on the day of the test.

During the test:

- Stay relaxed during the test. Taking slow, deep breaths can help. Focus on positive self-statements such as "I can do this."
- Don't panic even if you find the test difficult. Stay with your plan!
- During the test answer easy questions first and then come back to the ones you need more time to think about.
- When you do not know an answer on a multiple-choice test, eliminate the options that you know cannot be correct and take an educated guess on the remaining options.
- Don't worry about other students finishing the test you do. Take the time you need to do your best.

After the test:

- If you have time remaining after you've finished the test, go over your answers to make sure you didn't make any mistakes. If you skipped questions, the remaining time trying to figure out the answers to those questions.
- Once you hand in the test, forget about it for the moment. There is nothing more you can do until the graded test is returned to you.
- Turn your attention and effort to new assignments and tests.
- When the graded test is returned to you, examine it to see how you could have done
- Learn from your mistakes and from what you did well.
- Apply this knowledge when you take the next test.
- You must know the material to do well on a test, and you must control your test anxiety to show what you know.

Multiple-Choice Tips and Strategies

Read the entire question.

Read a multi-choice question in its entirety before glancing over the answer options. Students often think they know what a question is asking before reading it and jump straight to the most logical answer. This is a big mistake and can cost you dearly on multiple-choice exams. Read each question thoroughly before reviewing answer options.

Answer it in your mind first.

After reading a question, answer it in your mind before reviewing the answer options. This will help prevent you from talking yourself out of the correct answer.

Eliminate wrong answers.

Eliminate answer options which you are 100 percent sure are incorrect before selecting the answer you believe is correct. Even when you believe you know the right answer, first eliminating those answers you know are incorrect will ensure your answer choice is the correct choice.

Use the process of elimination.

Using the process of elimination, cross out all the answers you know are incorrect, then focus on the remaining answers. Not only does this strategy save time, but it also greatly increases your likelihood of selecting the correct answer.

Select the best answer.

It's important to select the best answer to the question being asked, not just an answer that seems correct. Often many answers will seem correct, but there is typically a best answer to the question that your professors is looking for.

Read every answer option.

Read every answer option prior to choosing a final answer. This may seem like a no brainer to some, but it is a common mistake students make. As we pointed out in the previous section, there is usually a best answer to every multiple-choice question. If you quickly assume you know the correct answer, without first reading every answer option, you may end up not selecting the best answer.

Answer the questions you know first.

If you're having difficulty answering a question, move on and come back to tackle it once you've answered all the questions you know. Sometimes answering easier questions first can offer insight into answering more challenging questions.

Make an educated guess.

If it will not count against your score, make an educated guess for any question you're unsure about. (Note: On some standardized tests incorrect answers are penalized. For example, a correct answer may be worth 2 points, an unanswered question 0 points, and an incorrect answer -1 points. On these tests, you can still make an educated guess, but only when you're able to eliminate at least one or two incorrect answers.)

Pay attention to these words...

Pay particularly close attention to the words not, sometimes, always, and never. An answer that includes always must be irrefutable. If you can find a single counterexample, then the answer is not correct. The same holds true for the word never. If an answer option includes never a single counterexample will indicate the answer is not the correct.

It's usually best to stick with your first choice--but not always.

It is best to stick with the answer you first chose after reading the question. It is usually counterproductive to constantly second guess yourself and change your answer. However, this doesn't mean your first answer choice is necessarily the correct answer choice. While multiple choice tests aren't usually intentionally designed to trick or confuse students, they are designed to test students' knowledge and ability. To this end, the answer options provided will often include the most common wrong answer among the choices or answers that seem logical but are ultimately incorrect, or the best answer.

"All of the above" and "None of the above"

When you encounter "All of the above" and "None of the above" answer choices, do not select "All of the above" if you are pretty sure any one of the answers provided is incorrect. The same applies for "None of the above" if you are confident that at least one of the answer choices is true.

Study Planners and Time Management

Everyone uses different ways to plan their time. You could use an app, online free calendars, a diary, a whiteboard, a pinboard. It does not matter how you plan and manage your time – it is just important that you do! The following are templates that you may like to use to plan your time.

And remember that the Senior Study Centre has laminated A3 study planners for you to use as well!

TIME MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY SUNDAY

7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

Assignments & Assessment Tasks

SUBJECT	DETAILS OF ASSIGNMENT/TASKS	DUE DATE	COMPLETE	RESULT

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Time	Saturday
4.30							
5.00							
5.30							
6.00							
6.30							
7.00							
7.30							
8.00							
8.30							
9.00							
9.30							
10.00							

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 am							
:30							
7:00 am							
:30							
8:00 am							
:30							
9:00 am							
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10:00 am							
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11:00 am							
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12:00 pm							
:30							
1:00 pm							
:30							
2:00 pm							
:30							

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
3:00 pm							
:30							
4:00 pm							
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5:00 pm							
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6:00 pm							
:30							
7:00 pm							
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8:00 pm							
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9:00 pm							
:30							
10:00 pm							
:30							
GO TO BED!!							

