



**Pittwater House**

# 2017

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Year 11 Internal Assessment Booklet

**achieve a balance**

co-educational campus | single-sex education

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# Contents

Proposed Internal Examination Dates .....	4
Study Expectations in Years 11 and 12.....	4
Malpractice and Breaches of Examination and Assessment Rules.....	6
Referencing and Bibliography Policy .....	9
Submission of Tasks.....	10
International Students Satisfactory Academic Performance.....	11
Assessment Timetables .....	13
Year 11 Assessment Timetable - Term 1, 2017.....	13
Year 11 Assessment Timetable - Term 2, 2017.....	14
Year 11 Assessment Timetable - Term 3, 2017.....	15
Year 11 Assessment Schedules .....	17
Year 11 Ancient History 2017 .....	18
Year 11 Biology 2017.....	19
Year 11 Business Studies 2017.....	20
Year 11 Chemistry 2017 .....	21
Year 11 Chinese Background Speakers 2017 .....	22
Year 11 Dance 2017.....	23
Year 11 Drama 2017 .....	24
Year 11 Earth and Environment Science 2017 .....	25
Year 11 Economics 2017 .....	26
Year 11 English Advanced 2017 .....	27
Year 11 English Standard 2017 .....	28
Year 11 English as a Second Language (ESL) 2017 .....	29
Year 11 English Extension 1, 2017.....	30
Year 11 French 2017.....	31
Year 11 Geography 2017 .....	32
Year 11 Industrial Technology Multimedia 2017.....	33
Year 11 Legal Studies 2017 .....	34
Year 11 Mathematics 2017 .....	35
Year 11 General Mathematics 2017 .....	36
Year 11 Mathematics Extension 1, 2017 .....	37
Year 11 Modern History 2017 .....	38
Year 11 Music 1, 2017.....	39
Year 11 Music 2, 2017.....	40
Year 11 PDHPE 2017 .....	41
Year 11 Physics 2017.....	42
Year 11 Senior Science 2017.....	43
Year 11 Information Processes and Technology 2017 .....	44
Year 11 Studies of Religion 2017.....	45
Year 11 Visual Arts 2017 .....	46

# Proposed Internal Examination Dates

(These examinations form a heavily weighted component of the schools formal assessment)

**Mid-Year Examinations:** Term 2 – Weeks 4 & 5

**Yearly Examinations:** Term 3 – Weeks 8 & 9

## Study Expectations in Years 11 and 12

### 1. Satisfactory Application

BOSTES stipulates that Students must demonstrate a satisfactory level of application. An essential component of satisfactory application is a satisfactory attendance pattern at school. In cases of serious illness or injury, a medical certificate and covering letter must be presented to the Principal. As well students must attempt assessment tasks totalling more than 50% of the available marks, participate meaningfully in all school activities and make a genuine attempt at all examinations.

2. An Assessment Calendar is enclosed in this booklet. This calendar details the dates of Internal Assessment tasks and Examinations.
3. Students should complete 3 hours of homework and/or study per subject per week. They should plan to organize approximately 20 hours per week of homework/study.
4. Vacations will be used for study and assignment work. Students must not seek to extend their vacation by taking extra time before or after the actual school vacation.
5. Punctuality is expected when attending School and when handing in assigned work. Marks for **late work** without an upheld appeal supported by a valid doctor's certificate will receive zero.

**Note:** The Board of Studies insists that a minimum number of hours of practical work in Science Courses must be covered.

6. All research based assessment tasks are to be submitted through Turnitin via Canvas to assist both the student and the teacher in checking for plagiarism.
7. A hard copy of all tasks must be submitted to reception, with a completed assessment cover sheet (see attached), by 8.30am on the due date. This is to ensure that some students do not get an unfair advantage by having more time than others to complete a task. If teachers are requesting submission via Canvas only, 8:30am is still the cut off time.
8. Students seeking leave due to sporting or other commitments must apply in writing prior to the leave being taken and ensure that they have handed in all due tasks prior to taking the leave.
9. Students must seek help when any problems arise by consulting subject teachers, Heads of School or their mentors.

## **APPEAL PROCEDURES**

- Students who fail to submit or attend a task on the advised date will receive a mark of zero for that task. The student may choose to appeal this mark if they consider that they have reasonable grounds for appeal. A Medical Certificate must accompany all medical related appeals.
- These may include illness and misadventure as defined in the ACE Manual, absence due to an approved school activity or exchange provided that the time lost does not prevent the student from completion of the course requirements.
- Appeals should be submitted on the School Appeals Form to the Deputy Principal within 48 hours of the task or the student's return to school. The student and staff member concerned should complete the appeal before submitting it to the Deputy Principal.
- The School's Appeals Committee includes the Deputy Principal, the Head of School and the Faculty Co-ordinator.
- If the Appeals Committee grants the appeal, they may suggest an extension, or an alternate date for the task, or a substitute task. If all of these are not feasible, then the Committee may advise the teacher on how a satisfactory estimate might be achieved.

## **MEDICAL CERTIFICATES**

Medical Certificates written by a doctor closely related to the student will not be accepted as valid documentation. Medical certificates:

- Should be issued during the period of illness
- Should state the nature of the illness
- Should state the date the student visited the doctor.

Medical Certificates must be submitted with an Assessment Appeals Form within 48 hours of the student returning to school. It is the student's responsibility to provide the Deputy Principal with the appropriate misadventure documentation for consideration to be given to the task.

## **NON-COMPLETION OF COURSE REQUIREMENTS ("N Awards")**

BOSTES requires that students must attempt assessment tasks totalling more than 50% of the available marks in each HSC subject. Failing to complete the minimum requirement may result in "N" warning letters being sent. Further delay of submission may jeopardise a student's eligibility to count the subject as a part of the HSC and they therefore may not receive an HSC.

The School will determine if there is sufficient evidence that each student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school. Students must exhibit an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. This includes attendance at before or after school classes.

## **SCIENCE PRACTICAL WORK**

A special requirement has been set down by the BOSTES for all HSC Science subjects. A minimum of 45 hours of practical work must be completed for the preliminary course and a minimum of 35 hours completed in the HSC course.

## **COMPULSORY TVET WORK PLACEMENT**

Students enrolled in TAFE must complete successfully 80 hours of structured work placement in the industry in order to obtain their VET accreditation and pass the HSC. This normally takes place during one of the school vacation periods.

# Malpractice and Breaches of Examination and Assessment Rules

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be a student's own work. Malpractice, including plagiarism (see below), could lead to a student receiving zero marks and may jeopardise a student's HSC results.

Malpractice is any activity that allows a student 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 to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement;
- paying someone to write or prepare material;
- breaching school examination rules;
- using non-approved aides during an assessment task;
- contriving false explanations to explain work not handed in by the due date;
- assisting another student to engage in malpractice.

**PLAGIARISM:** Plagiarism is the dishonest representation or copying of the whole or part of work, data or ideas, or presenting substantial extracts from books, articles, computer software or the Internet without proper acknowledgement.

Where a student's work is brought under question with regard to malpractice/plagiarism, the School will examine available evidence and determine the appropriate action (if any) to be taken. Such action may include:

- The deduction of marks as considered appropriate
- The parent or guardian to be notified
- The assigned work to be redone (or a substitute task done) by the student.
- Suspension or expulsion from the school or course.
- Or any other punishment deemed appropriate by the school.

# Year 11 and 12 Assessment Appeal Form



Pittwater House

This form is to be completed submitted to the Head of Teaching and Learning **within 48 hours** of the task being due or 48 hours after the student returns to school. It is the student's responsibility to ensure all parts of the form have been completed by the relevant faculty coordinator, Head of School and parent or guardian.

## 1. Personal Details

Student Name: \_\_\_\_\_ Form Class: \_\_\_\_\_

## 2. Course / Task Details

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Nature of Task: \_\_\_\_\_

Task Due Date: \_\_\_\_\_

## 3. Basis for Appeal (please tick appropriate section/s)

- Illness or accident resulting in an absence on tasks set date (attach a doctors certificate to this appeal)
- Illness or accident that resulted in the student sitting an examination, but performing below their ability. Student must have notified supervising teacher at the time of the task (attach a doctors certificate to this appeal).
- Misadventure – that is, any other event beyond the students' control which allegedly affected the student's performance in the examination or prevented them from submitting a task on the set date (eg. Death of a friend or family member, disruption at the examination centre).
- Other reason (please specify): \_\_\_\_\_  
\_\_\_\_\_

## 4. I have discussed this appeal with:

- Parent/Guardian: \_\_\_\_\_  
*Name (please print)* *Signature*
- Faculty Co-ordinator: \_\_\_\_\_  
*Name (please print)* *Signature*
- Head of School: \_\_\_\_\_  
*Name (please print)* *Signature*

## 5. Please attach any comments or supporting documentation to this form.

Number of pages attached to this form: \_\_\_\_\_

*Office use only:*

*Date received:* \_\_\_\_\_ *Time received:* \_\_\_\_\_ *Signature:* \_\_\_\_\_  
*Deputy Principal*

## Assessment Appeal Receipt (from the Deputy Principal)

Student Name: \_\_\_\_\_ Form Class: \_\_\_\_\_

Subject: \_\_\_\_\_ Task: \_\_\_\_\_

Date received: \_\_\_\_\_ Time received: \_\_\_\_\_ Signature: \_\_\_\_\_  
*Deputy Principal*

Students must retain this receipt until the completion of their studies at Pittwater House and of the completion of the appeal process, whichever occurs last.

# Year 11 and 12 Assessment/ Assignment Cover Sheet



**Pittwater House**

Name: \_\_\_\_\_ Form Class: \_\_\_\_\_  
 Subject: \_\_\_\_\_ Subject Teacher: \_\_\_\_\_  
 Task: \_\_\_\_\_ Word Length: \_\_\_\_\_

**Please Tick the Faculty this Task was set by:**

- Creative Arts       English       HSIE       Languages  
 TAS       Mathematics       PDHPE       Science

## Declaration

Where you are able to truthfully do so, please place a tick (✓) in the box adjacent to each of the following statements:

1. This assignment is entirely my own work based on my personal study and/or research.
2. I have acknowledged all material and sources used in the preparation of this assignment.
3. The assignment, or substantial parts of it, has not previously been submitted for assessment in any formal course of study in this or any other institution, unless acknowledged in the assignment and previously agreed to by the teacher.
4. The assignment is within the word and page limits specified for the assignment
5. I understand that this assignment may undergo electronic detection for plagiarism and a copy of the assignment may be retained on the School's database and used to make comparisons with other assignments in the future.
6. I understand that if the **assignment is submitted after the due date the task will be awarded zero, unless an Assessment Appeal Form is successfully submitted.**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*A signed copy of this form must be attached to the front of the assessment before submission.*

**All assignments are due to reception by 8.30am on the assignment due date**

**TPHS Office Use Only:**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ am/pm Initial: \_\_\_\_\_ Seal: \_\_\_\_\_

**YEAR 11 and 12 ASSESSMENT TASK RECEIPT** - It is the responsibility of the student to keep and be able to produce this receipt if required until the completion of Year 12.

Name: \_\_\_\_\_ Form Class: \_\_\_\_\_  
 Subject: \_\_\_\_\_ Subject Teacher: \_\_\_\_\_  
 Task: \_\_\_\_\_ Word Length: \_\_\_\_\_

**TPHS Office Use Only:**

Date: \_\_\_\_\_ Time: \_\_\_\_\_ am/pm Initial: \_\_\_\_\_ Seal: \_\_\_\_\_



# Referencing and Bibliography Policy

In all research assessment tasks in all subjects it is necessary to clearly identify and reference the source of all ideas, images, and quotes that you use in your work. This allows the teacher to locate the original source in the bibliography at the end of your work. All sources used in your research must be acknowledged in the bibliography.

This is necessary for ethical reasons, to inform the marker of the extent of your research, and often for reasons associated with copyright. Sources you use that need to be included in your bibliography might include:

Advertisements	Other students' work	Others' ideas	Blogs
Encyclopaedia articles	Personal interviews	CDROMs and DVDs	Letters
Pictures	Magazines	Maps	TV programs
Pamphlets	Journals	Newspapers	Movies
Artworks	Teachers	Lecturers	Books
Websites	Emails	Discussion groups	Music

The Pittwater House Schools uses the 'APA bibliography structure' this can be accessed through the 'citation maker' web program and Office 2010 also has an option under the 'References' tab that will assist in creating correctly formatted APA style references and bibliographies. It is necessary that this APA is used for all bibliographies to ensure a standardised format.

## REFERENCE:

We need to acknowledge all sources used in all research tasks. We do this when:

- we quote directly from a book or article,
- where your work draws upon the ideas and arguments of others,
- you copy images, pictures or diagrams
- you summarise or paraphrase an author's work.

If you fail to do this you are guilty of plagiarism.

## HOW DO WE REFERENCE?

There are many different styles of referencing. The style that is to be used across the Pittwater House Senior Schools is a simplified version of referencing within the text.

## EXAMPLES:

1. An author being quoted from a book by John Starr:

‘The report was well received by the community’ (Starr, 1990, p.12).

OR

Starr stated that “the report was well received by the community” (1990: p. 12)

2. A web page being quoted from, where there is an author and a date published:

“Hitler was responsible for the anti-Semitism in Germany” (Richards, 1990).

3. A web page being quoted from where there is a title (Hitler’s Germany), but no date or author:

“Hitler’s policy of Blitzkrieg was responsible for Germany’s initial victories” (Hitler’s Germany, cited 16.1.05).

4. A web page is being quoted from when there is no date, author or title:

“Hitler committed suicide in 1945” ([www.hitler.com.au](http://www.hitler.com.au), cited 01.01.05).

Note: The above are all for quotes. However, if you use the ideas of another source even if it is written into your own words, then it must be referenced. This is done the same as the above examples, but just doesn’t have the direct quote “”. You can also see that there is no need for page numbers for web sites.

(JSW: 2010)

## Submission of Tasks

All tasks must be submitted on the due date by 8.30 am. Teachers will indicate whether they want this submitted as a hard copy or electronic copy, or both. Regardless of format, 8:30am is the final submission time. All research tasks must be submitted through Canvas, which will run it through Turnitin. This assists with the electronic checking of plagiarism.

The hard copy is to be placed in the box marked HSC Assessment Tasks, located in Reception. All tasks will need a correctly filled out cover sheet.

Any tasks submitted after 8:30am will receive zero unless an appeal process is successful.

# International Students Satisfactory Academic Performance

In order to satisfy the Academic Requirements of your visa the Performance Standards listed below must be met.

- You must complete all assessment tasks (see explanation below)
- You must achieve C or above for effort.
- You must complete a minimum of 12 units of study in Year 11 and 10 units of study in Year 12.

## **ACADEMIC PROBATION**

If you who fail to meet any of the above criteria will be placed on probation and given a letter of warning. Failure to meet the criteria by the end of the term will result in termination of enrolment and visa cancellation. An explanation of the rules relating to Assessment tasks has been provided below.

## **ASSESSMENT TASKS**

- You must complete all assessment tasks.
- You must also show that you have made a serious attempt to complete the task  
*Please see the explanation below regarding Late Submission of an Assessment Task, Failure to show a serious attempt, Failure to complete an Assessment task and Medical Certificates.*

## **FAILURE TO SHOW SERIOUS ATTEMPT IN AN ASSESSMENT TASK**

- You must attempt every question (allowances will be made during exams if you have clearly run out of time)
- You must write more than a paragraph in extended response questions (allowances will be made during exams if you have clearly run out of time)
- Assessments which fail to show a serious attempt will be treated as a failure to submit an Assessment task.

## **CONSEQUENCES FOR FAILING TO SUBMIT AN ASSESSMENT TASK**

As an international student you must satisfy the requirements of The Department of Immigration and BOSTES. Both of these departments apply serious penalties to students who do not meet course requirements.

## **DIMA RELATED CONSEQUENCES FOR FAILING TO SUBMIT AN ASSESSMENT TASK**

- If you miss one task in any subject you and your guardian will be sent a warning letter for 'academic work outstanding,' you will be issued with a detention and counselled by the Head of College/Grammar and by the International Student Co-ordinator.
- If you miss two assessment tasks in any subject you and your guardian will be sent a second warning letter for 'academic work outstanding', you will be issued with a detention and counselled by the Principal.
- If you miss three assessment tasks DIMIA will be informed that you are not making Satisfactory Academic Progress.

## **BOSTES RELATED CONSEQUENCES FOR FAILING TO COMPLETE ASSESSMENT TASKS**

- If sufficient work is not completed an 'N' warning will be issued by BOSTES.
- A second 'N' warning may result in an 'N' award and a failure to have the completion of that subject listed on your Record of Achievement. In this case these units would not be used in the calculation of your ATAR and could seriously jeopardise your ability to gain entry to an Australian university.

## **MEDICAL CERTIFICATES**

- Medical certificates must be obtained if you miss an assessment task due to illness. They must be submitted with the Appeals Form. Medical certificates only provide cover for the days they are issued (i.e. if you have a certificate for 2 days you may apply for a 2 day extension)

# Assessment Timetables

## Year 11 Assessment Timetable - Term 1, 2017

Line	Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
1	English Stand.						AOS Speech	AOS Essay			
1	English Adv.						AOS Speech	AOS Essay			
1	ESL English							AOS Essay			
2	Mathematics								ATB		
2	General Maths								ATB		
3	Modern History + line 2								Research		
3	Ancient History										
3	French								Reading and Responding		
3	Biology						Task 1				
3	Physics						Research Task				
3	PDHPE + line 6							Task 1			
3	Industrial Technology - Multimedia								Task 1		
4	Chemistry					Practical Task					
4	Business Studies + line 5										Task 1
4	Drama				Task 1						Task 2
4	Legal Studies + line 6									Task 1	
5	Music 1							Viva			
5	Music 2							Essay			
5	Economics + line 6								Research		
5	IPT						Task 1				
5	Senior Science						Task 1				
5	EES						Task 1				
6	Geography										Fieldwork
6	Chinese					Task 1					
6	Visual Arts										
7	Maths Ext 1									ATB	
7	English Ext 1									Task 1	
7	Dance					Task 1					Task 2
7	Studies of Religion										Research

# Year 11 Assessment Timetable - Term 2, 2017

Line	Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
1	English Stand.		Task 2		MID-YEAR EXAMINATION	MID-YEAR EXAMINATION						
1	English Adv.		Task 2									
1	ESL English		Task 2									
2	Mathematics											
2	General Maths											
3	Modern History + line 2											
3	Ancient History	Task 1										
3	French		Task 2									
3	Biology											
3	Physics											Task 3
3	PDHPE + line 6								Task 3			
3	Industrial Technology - Multimedia									Task 2		
4	Chemistry											
4	Business Studies + line 5											
4	Drama								Task 3			
4	Legal Studies + line 6											
5	Music 1		Task 2									
5	Music 2		Task 2									
5	Economics + line 6											
5	IPT											
5	Senior Science											
5	EES											
6	Geography											
6	Chinese			Task 2								
6	Visual Arts		Task 1									
7	Maths Ext 1											
7	English Ext 1								Task 2			
7	Dance											Task 3
7	Studies of Religion									Task 2		

# Year 11 Assessment Timetable - Term 3, 2017

Line	Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
1	English Stand.		Task 4				Task 5	Assessment Free Week	YEARLY EXAMINATION	YEARLY EXAMINATION
1	English Adv.		Task 4				Task 5			
1	ESL English		Task 4				Task 5			
2	Mathematics									
2	General Maths		Open-Ended Investigation Task							
3	Modern History + line 2					Research				
3	Ancient History			Research						
3	French			Task 4						
3	Biology					Task 3				
3	Physics									
3	PDHPE + line 6									
3	Industrial Technology - Multimedia						Project			
4	Chemistry	Field Study Report								
4	Business Studies + line 5					Business Plan				
4	Drama					Task 4				
4	Legal Studies + line 6						Research			
5	Music 1						Composition			
5	Music 2						Composition			
5	Economics + line 6			Research						
5	IPT						Report			
5	Senior Science				Research Task					
5	EES				Case Study Report					
6	Geography						SGP			
6	Chinese		Task 4							
6	Visual Arts						Artmaking			
7	Maths Ext 1									
7	English Ext 1					Task 2				
7	Dance					Performance				
7	Studies of Religion									

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# Year 11 Assessment Schedules

## Subjects:

Ancient History .....	18	Industrial Technology Multimedia.....	33
Biology .....	19	Legal Studies .....	34
Business Studies.....	20	Mathematics .....	35
Chemistry .....	21	General Maths .....	36
Chinese Background Speakers.....	22	Mathematics Ext 1.....	37
Dance.....	23	Modern History .....	38
Drama.....	24	Music 1 .....	39
Earth and Environmental Science .....	25	Music 2 .....	40
Economics .....	26	PDHPE .....	41
English Advanced .....	27	Physics.....	42
English Standard .....	28	Senior Science .....	42
ESL English .....	29	Information Processes and Technology .....	44
English Ext 1 .....	30	Studies of Religion .....	45
French.....	31	Visual Arts.....	46
Geography .....	32		

# Year 11 Ancient History 2017

	<b>Task 1 Historical Investigation</b>	<b>Task 2 All to Date</b>	<b>Task 3 Celts</b>	<b>Task 4 All to Date</b>	<b>Total</b>
<b>Component</b>	<b>Historical Investigation</b>	<b>Mid-Year Examination</b>	<b>Research</b>	<b>Yearly Examination</b>	
<b>Date</b>	Term 2: Week 1	Term 2: Weeks 4-5	Term 3: Week 3	Term 3: Weeks 8-9	
<b>Outcomes</b>	P1.1, P2.1, P3.1, P3.2, P3.3, P3.4, P3.6, P4.1, P4.2	P1.1, P2.1, P3.2, P3.3, P3.4, P3.5, P4.1, P4.2	P1.1, P2.1, P3.1, P3.6, P4.1, P4.2	P1.1, P2.1, P3.2, P3.3, P3.4, P3.5, P4.1, P4.2	
<b>Knowledge and understanding of course content</b>	5	5	10	20	40
<b>Source-based skills</b>	5	5		10	20
<b>Historical inquiry and research</b>	10		10		20
<b>Communication of historical understanding in appropriate forms</b>	15		5		20
<b>Weighting:</b>	<b>35</b>	<b>10</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Year 11 Biology 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<b>Component</b>	<b>Excursion and Practical Report</b>	<b>Mid-Year Examination</b>	<b>Floral Field Work and Application Task</b>	<b>Yearly Examination</b>	
<b>Date</b>	Term 1: Week 6	Term 2: Weeks 4-5	Term 3: Week 5	Term 3: Weeks 8-9	
<b>Outcomes</b>	P2 – 9, P11 – 16	P1 – 10 P11 – 15	P11 – 15	P1 – 10 P11 – 15	
<b>Knowledge and Understanding of: the history of biology, the nature and practice of biology, applications and uses of biology, implications of biology for society and the environment, current issues, research and developments in biology, cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance, biological evolution.</b>		10		30	40
<b>First-hand Investigations: Planning first hand investigations, conducting first hand investigations</b>	15		15		30
<b>Scientific thinking, problem-solving and communication Planning first hand investigations, conducting first hand investigations, communicating information and understanding Developing scientific thinking and problem solving techniques</b>	5	10	15		30
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# Year 11 Business Studies 2017

	<b>Task 1 Nature of Business</b>	<b>Task 2 Nature of Business &amp; Business Management</b>	<b>Task 3 Business Planning</b>	<b>Task 4 All</b>	<b>Total</b>
<b>Component</b>	<b>Interview and Business Report</b>	<b>Mid-Year Examination</b>	<b>Business Plan</b>	<b>Yearly Examination</b>	
<b>Date</b>	Term 1: Week 10	Term 2: Weeks 4-5	Term 3: Week 5	Term 3: Weeks 8-9	
<b>Outcomes</b>	P1, P2, P6, P7, P8	P2, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P6, P7, P8, P9	P1, P2, P3, P4, P6, P8, P10	
<b>Knowledge and understanding of course content</b>	5	10	5	20	40
<b>Stimulus-based skills</b>		5	5	10	20
<b>Inquiry and Research</b>	5		15		20
<b>Communication of commercial understanding, ideas and issues in appropriate forms</b>	5	5	5	5	20
<b>Weighting:</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>35</b>	<b>100</b>

# Year 11 Chemistry 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<b>Component</b>	<b>Practical and Processing Task</b>	<b>Mid-Year Examination</b>	<b>Field Study Report</b>	<b>Yearly Examination</b>	
<b>Date</b>	Term 1: Week 5	Term 2: Weeks 4-5	Term 3: Week 1	Term 3: Weeks 8-9	
<b>Outcomes</b>	P11, P12, P13, P14	P3, P4, P6, P7, P8, P9, P10, P13, P14	P12, P13, P14	P3, P4, P6, P7, P8, P9, P10, P13, P14	
<b>Knowledge and Understanding of: the history of biology, the nature and practice of biology, applications and uses of biology, implications of biology for society and the environment, current issues, research and developments in biology, cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance, biological evolution.</b>		15	5	20	40
<b>First-hand Investigations: Planning first hand investigations, conducting first hand investigations</b>	20		5	5	30
<b>Scientific thinking, problem-solving and communication Planning first hand investigations, conducting first hand investigations, communicating information and understanding Developing scientific thinking and problem solving techniques</b>	5	5	15	5	30
<b>Weighting</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

## Year 11 Chinese Background Speakers 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Total</b>
<b>Component</b>	<b>Reading and Responding</b>	<b>Spoken and Written Exchange</b>	<b>Mid-Year Examination</b>	<b>Spoken and Written Exchange, Reading and Responding</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 5	Term 2: Week 3	Term 2: Weeks 4-5	Term 3: Week 2	Term 3: Weeks 8-9	
<b>Outcomes</b>	P1.1 – P1.3, P4.1 – P4.3	P1.1 – P1.3, P4.1 – P4.3	P1.1 – P1.3, P3.1 – P3.4, P4.1 – P4.3	P1.1 – P1.3, P3.5 – P3.8, P4.1 – P4.3	P1.1 – P1.3, P2.1 – P2.3, P3.1 – P3.8, P4.1 – P4.3	
<b>Speaking</b>		10		10		20
<b>Listening and responding</b>			10		10	20
<b>Reading and Responding</b>	10		10	10	10	40
<b>Writing</b>			10		10	20
<b>Weighting</b>	<b>10</b>	<b>10</b>	<b>30</b>	<b>20</b>	<b>30</b>	<b>100</b>

# Year 11 Dance 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Total</b>
<b>Component</b>	<b>Dance History</b>	<b>Safe Dance Practices presentation</b>	<b>Composition</b>	<b>Dance Performance</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 5	Term 1: Week 10	Term 2: Week 10	Term 3: Week 5	Term 3: Weeks 8-9	
<b>Outcomes</b>	P1.3, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P4.1, P4.3, P4.4, P4.5	P1.2, P1.3, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	P1.1, P1.2, P1.3, P1.4, P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7	P1.4, P2.2, P2.3, P2.4, P2.5, P2.6,	P1.1, P1.2, P1.3, P1.4, P4.1, P4.2, P4.3, P4.4, P4.5	
<b>Performance</b>		20		20		40
<b>Composition</b>			30			30
<b>Appreciation</b>	10				20	30
<b>Weighting</b>	<b>10</b>	<b>20</b>	<b>30</b>	<b>20</b>	<b>20</b>	<b>100</b>

# Year 11 Drama 2017

	Task 1	Task 2	Task 3	Task 4	Task 5	Total
<b>Component</b>	<b>Performance Analysis</b> <ul style="list-style-type: none"> <li>OnStage Review</li> </ul>	<b>Theatre in Education (Production and Performance)</b> <ul style="list-style-type: none"> <li>Practical - Group Performance</li> <li>Design Portfolio and Logbook</li> </ul>	<b>Theatre of the Absurd</b> <ul style="list-style-type: none"> <li>Practical - Group Performance</li> <li>Written Essay</li> </ul>	<b>Group Devised Performance</b> <ul style="list-style-type: none"> <li>Practical - Group Performance</li> <li>Logbook</li> </ul>	<b>Individual Performance - Monologue</b>  <b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 4	Term 1: Week 10	Term 2: Weeks 7	Term 3: Week 5	Term 3: Weeks 8-9	
<b>Outcomes</b>	P.3.1, P.3.2	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8 P2.1, P2.2, P2.3, P2.4, P2.5, P2.6 P3.1, P3.2, P3.3	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8 P2.1, P2.2, P2.3, P2.4, P2.5, P2.6	P1.3, P1.4, P1.6 P2.4, P2.6 P3.1, P3.2, P3.3, P3.4	P1.3, P1.4, P1.6 P2.4, P2.6 P3.1, P3.2, P3.3, P3.4	
<b>Making</b>		10	5	5		20
<b>Performing</b>		15	15	20	10	60
<b>Critically Studying</b>	5		5		10	20
<b>Weighting</b>	<b>5</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>20</b>	<b>100</b>



# Year 11 Earth and Environment Science 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<b>Component</b>	<b>Practical and Processing Task</b>	<b>Mid-Year Examination</b>	<b>Case Study Report</b>	<b>Yearly Examination</b>	
<b>Date</b>	Term 1: Week 6	Term 2: Weeks 4-5	Term 3: Week 4	Term 3: Weeks 8-9	
<b>Outcomes</b>	P11, P12, P13, P14, P15	P3, P4, P6, P7, P8, P9, P10, P13, P14	P12, P13, P14	P3, P4, P6, P7, P8, P9, P10, P13, P14	
<b>Knowledge and Understanding of: the history of biology, the nature and practice of biology, applications and uses of biology, implications of biology for society and the environment, current issues, research and developments in biology, cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance, biological evolution.</b>		15	5	20	40
<b>First-hand Investigations: Planning first hand investigations, conducting first hand investigations</b>	20		5	5	30
<b>Scientific thinking, problem-solving and communication Planning first hand investigations, conducting first hand investigations, communicating information and understanding Developing scientific thinking and problem solving techniques</b>	5	5	15	5	30
<b>Weighting</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Year 11 Economics 2017

	<b>Task 1 Introduction to Economics &amp; Consumers and Business</b>	<b>Task 2 Mid-Year Examination</b>	<b>Task 3 Financial Markets</b>	<b>Task 4 Yearly Examination</b>	<b>Total</b>
<b>Component</b>	<b>Research Extended Response</b>	<b>Mid-Year Examination Topics 1, 2 and 3</b>	<b>Research investigation and communication</b>	<b>Yearly Examination MC; short-answer and extended response</b>	
<b>Date of Task</b>	Term 1: Week 8	Term 2: Weeks 4-5	Term 3: Week 3	Term 3: Weeks 8-9	
<b>Outcomes</b>	P1, P2, P4, P5, P7, P9	P1, P3, P4, P8, P10, P11	P6, P8, P9, P10, P12	P2, P3, P5, P6, P7, P8, P10, P11	
<b>Knowledge and Understanding of course content</b>	10	10	10	10	40
<b>Stimulus-based skills</b>	5	5	5	5	20
<b>Inquiry and research</b>	5		15		20
<b>Communication of economic information, ideas and issues in appropriate forms</b>		5		15	20
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# Year 11 English Advanced 2017

	<b>Task 1 Area of Study</b>	<b>Task 2 Mod B: Critical Study of Text</b>	<b>Task 3 Mid-Year Examination</b>	<b>Task 4 Mod A: Comparative Study</b>	<b>Task 5 Mod C: Representation &amp; Text</b>	<b>Task 6 Yearly Examination</b>	<b>Total</b>
<b>Component</b>	<b>Area of Study: Belonging</b>	<b>Gwen Harwood</b>	<b>Area of Study &amp; Gwen Harwood</b>	<b>Othello + Guess Who's Coming to Dinner</b>	<b>Telling the Truth Frontline</b>	<b>Yearly Examination</b>	
<b>Date</b>	Term 1: Weeks 6-7	Term 2: Week 2	Term 2: Weeks 4-5	Term 3: Week 2	Term 3: Week 6	Term 3: Weeks 8-9	
<b>Outcomes</b>	P1, P7, P8, P9, P10	P3, P4, P5, P7, P8	P1, P4, P5, P6, P10, P11	P1, P2, P5, P8, P10	P4, P6, P9, P11. P12, P12A, P13	P1, P2, P4, P10, P11	
<b>Area of Study</b>	25		5			10	40
<b>Module A</b>		15				5	20
<b>Module B</b>			5	15			20
<b>Module C</b>					15	5	20
<b>Weighting:</b>	<b>25</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>100</b>
<b>Reading</b>	5		5	5		10	25
<b>Writing</b>	5		5	10		10	30
<b>Listening</b>		15					15
<b>Speaking</b>	15						15
<b>Viewing/Representing</b>					15		15
<b>Weighting:</b>	<b>25</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>100</b>

# Year 11 English Standard 2017

	<b>Task 1 Area of Study</b>	<b>Task 2 Close Study of Text</b>	<b>Task 3 Mid-Year Examination</b>	<b>Task 4 Experience Through Language</b>	<b>Task 5 Texts and Society</b>	<b>Task 6 Yearly Examination</b>	<b>Total</b>
<b>Component</b>	<b>Area of Study: Belonging</b>	<b>Blackrock</b>	<b>Area of Study &amp; Blackrock</b>	<b>Crossing Boundaries Jasper Jones</b>	<b>Gender Roles Million Dollar Baby</b>	<b>Yearly Examination</b>	
<b>Date</b>	Term 1: Weeks 6-7	Term 2: Week 2	Term 2: Weeks 4-5	Term 3: Week 2	Term 3: Week 6	Term 3: Weeks 8-9	
<b>Outcomes</b>	P1, P7, P8, P9,P10	P1, P3, P4, P5, P8,	P1, P4, P6,P10, P11	P1, P2, P4, P7, P8,	P8, P9, P11, P12,P13	P1, P2, P4, P10, P11	
<b>Area of Study</b>	25		10			5	40
<b>Module A</b>				15		5	20
<b>Module B</b>		15				5	20
<b>Module C</b>					15	5	20
<b>Weighting:</b>	<b>25</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>100</b>
<b>Reading</b>	5		5		5	10	25
<b>Writing</b>	10		5		5	10	30
<b>Listening</b>				15			15
<b>Speaking</b>	10				5		15
<b>Viewing/Representing</b>		15					15
<b>Weighting:</b>	<b>25</b>	<b>15</b>	<b>10</b>	<b>15</b>	<b>15</b>	<b>20</b>	<b>100</b>

# Year 11 English as a Second Language (ESL) 2017

	Task 1	Task 2	Task 3	Task 4	Task 5	Task 6	Total
<b>Component</b>	<b>Area of Study: Relationships</b>	<b>Language Study within an Area of Study: Relationships</b>	<b>Area of Study: Relationships Mid-Year Examination</b>	<b>Module A: Experience Through Language Identity</b>	<b>Module B: Texts and Society - Migrant Experience</b>	<b>Yearly Examination</b>	
<b>Date</b>	Term 1: Week 7	Term 2: Week 2	Term 2: Weeks 4-5	Term 3: Week 2	Term 3: Week 6	Term 3: Weeks 8-9	
<b>Outcomes</b>	P2, P4, P6, P7, P11	P1, P2, P4, P5, P9, P12	P1, P2, P4, P5, P7, P11	P3, P6, P9, P12, P13, P14	P3, P4, P6, P8, P10	P1, P3, P5, P6, P8, P11	
<b>Area of Study</b>	20	10	10			10	50
<b>Module A</b>				20		5	25
<b>Module B</b>					20	5	25
<b>Weighting:</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>
<b>Reading</b>	10			5		5	20
<b>Writing</b>	10		5		5	5	25
<b>Listening</b>		5	5			10	20
<b>Speaking</b>		5		10	5		20
<b>Viewing/Representing</b>				5	10		15
<b>Weighting:</b>	<b>20</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>100</b>

## Year 11 English Extension 1, 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Component</b>	<b>Spoken Presentation</b>	<b>Portfolio of Written Work</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 9	Term 2: Week 7 Term 3: Week 5	Term 3: Weeks 8-9	
<b>Outcomes</b>	P1, P2, P3	P1, P2, P3	P1, P2, P4	
<b>Knowledge and understanding of complex texts and of how and why they are valued</b>	5	10	10	25
<b>Skills in: Complex analysis Sustained composition Independent investigation</b>	10	10	5	25
<b>Weighting</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>

# Year 11 French 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Total</b>
<b>Component</b>	<b>Reading and Responding</b>	<b>Mid-Year Examination</b>	<b>Listening and Reading Comprehension</b>	<b>Speaking</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 8	Term 2: Weeks 4-5	Term 3: Week 3	Term 3: Week 7	Term 3: Weeks 8-9	
<b>Outcomes</b>	P3.1 – P 3.2	P1.1 – P1.4 P4.1 – P4.3 P2.1 – P2.3	P2.1 – P2.3 P3.1 – P3.2	P1.1 – P1.4	P2.1 – P 2.3 P3.1 – P3.2 P4.1 – P4.3	
<b>Speaking</b>		10		10		20
<b>Listening and responding</b>		5	15		10	30
<b>Reading and Responding</b>	10	5	15		10	40
<b>Writing in French</b>		5			5	10
<b>Weighting</b>	<b>10</b>	<b>25</b>	<b>30</b>	<b>10</b>	<b>25</b>	<b>100</b>

# Year 11 Geography 2017

	<b>Task 1 Biophysical Environments</b>	<b>Task 2 Biophysical Environments and Population Geography</b>	<b>Task 3 SGP</b>	<b>Task 4 All to Date</b>	<b>Total</b>
<b>Component</b>	<b>Fieldwork / Skills</b>	<b>Mid-Year Examination</b>	<b>SGP</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 10	Term 2: Weeks 4-5	Term 3: Week 6	Term 3: Weeks 8-9	
<b>Outcomes</b>	P1, P2, P3, P8, P12	P1, P2, P3, P10, P12	P6, P7, P8, P9, P10, P11, P12	P1, P4, P5, P7, P10, P12	
<b>Knowledge and Understanding of course content</b>	10	10	5	15	40
<b>Geographical tools and skills</b>		5	10	5	20
<b>Geographical Inquiry and research including fieldwork</b>	5		10	5	20
<b>Communication of geographical information, ideas and issues in appropriate forms</b>	5	5	5	5	20
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>



# Year 11 Industrial Technology Multimedia 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<b>Component</b>	<b>Industry Study</b>	<b>Project 1 with Related Management Folio</b>	<b>Project 2 with Related Management Folio</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 8	Term 2: Week 8	Term 3: Week 6	Term 3: Weeks 8-9	
<b>Outcomes</b>	P1.1, P1.2, P5.1, P7.1, P7.2	P2.1, P3.2, P3.3, P5.2	P2.2, P3.1, P4.1, P4.2, P4.3, P6.2	P1.1, P6.1, P7.1, P7.2	
<b>Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by the focus area.</b>	20	5	5	10	40
<b>Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the production of projects.</b>		15	15	30	60
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>20</b>	<b>40</b>	<b>100</b>

# Year 11 Legal Studies 2017

	<b>Task 1 The Legal System</b>	<b>Task 2 The Legal System; the individual and the law</b>	<b>Task 3 The law in practice Focus 1</b>	<b>Task 4 All to Date</b>	<b>Total</b>
<b>Component</b>	<b>Case / Media File</b>	<b>Mid-Year Examination</b>	<b>Research Task</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 9	Term 2: Weeks 4-5	Term 3: Week 6	Term 3: Weeks 8-9	
<b>Outcomes</b>	P1, P2, P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7	P1, P3, P4, P5, P6, P7, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8	
<b>Knowledge and Understanding of course content</b>	5	15	15	25	60
<b>Inquiry and research</b>	10		10		20
<b>Communication of legal information, ideas and issues in appropriate forms</b>		5	5	10	20
<b>Weighting</b>	<b>15</b>	<b>20</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Year 11 Mathematics 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Component</b>	<b>ATB Test</b>	<b>Mid-Year Examination</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 8	Term 2: Weeks 4-5 As per Examination Timetable	Term 3: Weeks 8-9 As per Examination Timetable	
<b>Outcomes</b>	P1 – P4	P1 – P5	P1 – P8	
<b>Concepts, Skills and Techniques</b>	10	15	25	50
<b>Reasoning and Communication</b>	10	15	25	50
<b>Weighting</b>	<b>20</b>	<b>30</b>	<b>50</b>	<b>100</b>

## Year 11 General Mathematics 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<b>Component</b>	<b>ATB Test</b>	<b>Mid-Year Examination</b>	<b>Open-Ended Investigation Task</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 8	Term 2: Weeks 4-5 As per Examination Timetable	Term 3: Week 2 Handed out Week 10, Term 2	Term 3: Weeks 8-9 As per Examination Timetable	
<b>Outcomes</b>	DS1, DS2, AM1, MM3	All previous plus: FM1, FM3, PB1	Any previous plus: MM1, MM2, AM2, FSDr1, FSDr2	All previous plus: FM2, DS2, DS3, FSDr3, FSCo1, FSCo2	
<b>Concepts, Skills and Techniques</b>	10	15	5	20	50
<b>Reasoning and Communication</b>	10	15	5	20	50
<b>Weighting</b>	<b>20</b>	<b>30</b>	<b>10</b>	<b>40</b>	<b>100</b>

## Year 11 Mathematics Extension 1, 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Total</b>
<b>Component</b>	<b>ATB Test</b>	<b>Mid-Year Examination</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 9	Term 2: Weeks 4 -5 As per Examination Timetable	Term 3: Weeks 8-9 As per Examination Timetable	
<b>Outcomes</b>	P1-P4 PE1-PE3, PE6	P1-P5, PE1, PE2, PE3, PE6	P1-P8 PE1-PE6	
<b>Concepts, Skills and Techniques</b>	5	7.5	12.5	25
<b>Reasoning and Communication</b>	5	7.5	12.5	25
<b>Weighting</b>	<b>10</b>	<b>15</b>	<b>25</b>	<b>50</b>

# Year 11 Modern History 2017

	<b>Task 1 Historical Investigation</b>	<b>Task 2 Case Study 1 and 2</b>	<b>Task 3 The World at the Beginning of the 20th Century</b>	<b>Task 4 All to Date</b>	<b>Total</b>
<b>Component</b>	<b>Research Historical Investigation of their Choice</b>	<b>Mid-Year Examination</b>	<b>Research / Communication Task</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 8	Term 2: Weeks 4-5	Term 3: Week 5	Term 3: Weeks 8-9	
<b>Outcomes</b>	P1.1, P1.2, P2.1, P3.3, P3.4, P3.5, P4.1, P4.2	P1.1, P2.1, P3.3, P3.4, P4.1, P4.2	P1.1, P2.1, P3.2, P3.3, P3.4, P3.5	P1.1, P2.1, P3.4, P4.1, P4.2, P3.3	
<b>Knowledge and Understanding of course content</b>	5	10	15	10	40
<b>Source-based skills</b>		5		15	20
<b>Historical inquiry and research</b>	10		10		20
<b>Communication of historical understanding</b>	5	5	5	5	20
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# Year 11 Music 1, 2017

	Task 1	Task 2	Task 3	Task 4	Task 5	Total
<b>Component</b>	<b>Musicology Viva</b>	<b>Composition</b>	<b>Mid-Year Examination</b>	<b>Composition</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 7	Term 2: Week 2	Term 2: Weeks 4-5	Term 3: Week 6	Term 3: Weeks 8-9	
<b>Outcomes</b>	P2, P5, P6, P7	P3, P5, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8	P3, P5, P7, P8	P1, P2, P3, P4, P5, P6, P7, P8	
<b>Performing</b>			10		15	25
<b>Aural</b>			10		15	25
<b>Musicology</b>	10		5		10	25
<b>Composition</b>		10		15		25
<b>Weighting</b>	<b>10</b>	<b>10</b>	<b>25</b>	<b>15</b>	<b>40</b>	<b>100</b>

## Year 11 Music 2, 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Task 5</b>	<b>Total</b>
<b>Component</b>	<b>Musicology Essay</b>	<b>Composition</b>	<b>Mid-Year Examination</b>	<b>Composition</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 7	Term 2: Week 2	Term 2: Weeks 4-5	Term 3: Week 6	Term 3: Weeks 8-9	
<b>Outcomes</b>	P2, P5, P6, P7, P9	P2, P3, P4, P5, P6, P8, P9	P1, P2, P4, P7	P2, P3, P4, P5, P6, P8, P9	P1, P2, P4, P6, P7	
<b>Performing</b>			10		15	25
<b>Aural</b>			10		15	25
<b>Musicology</b>	10		5		10	25
<b>Composition</b>		10		15		25
<b>Weighting</b>	<b>10</b>	<b>10</b>	<b>25</b>	<b>15</b>	<b>40</b>	<b>100</b>



# Year 11 PDHPE 2017

	Task 1	Task 2	Task 3	Task 4	Total
<b>Component</b>	<b>Heart Rate Practical Assignment</b>	<b>Mid-Year Examination</b>	<b>Health Behaviours Task</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 7	Term 2: Week 4	Term 2: Week 7	Term 3: Weeks 8-9	
<b>Outcomes</b>	P7, P11, P16	P1, P2, P3, P4, P6, P7, P8, P9, P15, P16, P17	P3, P6, P15, P16	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P12, P15, P16, P17	
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>• factors that affect health</li> <li>• the way the body moves</li> </ul>	5	10	10	15	40
<b>Skills in:</b> <ul style="list-style-type: none"> <li>• influencing personal and community health</li> <li>• taking action to improve participation and performance in physical activity</li> </ul>	10	5	5	10	30
<b>Skills in critical thinking, research and analysis</b>	5	5	15	5	30
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

# Year 11 Physics 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<b>Component</b>	<b>Research Task</b>	<b>Mid-Year Examination</b>	<b>Experimental Task</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 6	Term 2: Weeks 4-5	Term 2: Week 9	Term 3: Weeks 8-9	
<b>Outcomes</b>	P1-5, P11-P13	P1-P10 P11-P15	P11-P15	P1 – P10 P11 – P15	
<b>Knowledge and understanding of:</b> <ul style="list-style-type: none"> <li>The history, nature and practice of physics, applications and uses of physics and their implications for society and the environment, and current issues, research and development in physics</li> <li>Kinematics and dynamics, energy, waves, fields and matter</li> </ul>	5	10		25	40
<b>Skills in:</b> <ul style="list-style-type: none"> <li>Planning and conducting first-hand investigations</li> <li>Gathering and processing first-hand data</li> <li>Gathering and processing relevant information from secondary sources.</li> </ul>	10		20		30
<b>Skills in:</b> <ul style="list-style-type: none"> <li>Communicating information and understanding</li> <li>Developing scientific thinking and problem-solving techniques</li> <li>Working individually and in teams</li> </ul>	10	10	5	5	30
<b>Weighting</b>	<b>25</b>	<b>20</b>	<b>25</b>	<b>30</b>	<b>100</b>

# Year 11 Senior Science 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<b>Component</b>	<b>Excursion and Practical Report</b>	<b>Mid-Year Examination</b>	<b>Research Task</b>	<b>Yearly Examination</b>	
<b>Date</b>	Term 1: Week 6	Term 2: Weeks 4-5	Term 3: Week 4	Term 3: Weeks 8-9	
<b>Outcomes</b>	P2 – 9, P11 – 16	P1 – 10 P11 – 15	P11 – 15	P1 – 10 P11 – 15	
<b>Knowledge and Understanding of: the history of biology, the nature and practice of biology, applications and uses of biology, implications of biology for society and the environment, current issues, research and developments in biology, cell ultrastructure and processes, biological diversity, environmental interactions, mechanisms of inheritance, biological evolution.</b>		10		30	40
<b>First-hand Investigations: Planning first hand investigations, conducting first hand investigations</b>	15		15		30
<b>Scientific thinking, problem-solving and communication Planning first hand investigations, conducting first hand investigations, communicating information and understanding Developing scientific thinking and problem solving techniques</b>	5	10	15		30
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Year 11 Information Processes and Technology 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<b>Component</b>	<b>Presentation</b>	<b>Mid-Year Examination</b>	<b>*Project</b>	<b>Yearly Examination</b>	
<b>Date of Task</b>	Term 1: Week 6	Term 2: Weeks 4-5	Term 3: Week 6	Term 3: Weeks 8-9	
<b>Outcomes</b>	P.1.1, P.1.2, P.2.1, P.5.1, P.6.1, P.7.1, P7.2	P.1.1, P.2.1, P.5.1	P.1.2, P.2.1, P.2.2, P.3.1, P.4.1, P.5.1, P.6.1, P.6.2, P.7.1, P7.2	P.1.1, P.1.2, P.2.1, P.2.2, P.3.1, P.4.1	
<b>Introduction to information skills and systems ISS</b>	10	5	5		<b>20</b>
<b>Tools for information processes TIP</b>	10	10	20	10	<b>50</b>
<b>Developing information systems DIS</b>		5	15	10	<b>30</b>
<b>Weighting</b>	<b>20</b>	<b>20</b>	<b>*40</b>	<b>20</b>	<b>100</b>

\*Mandatory

## Year 11 Studies of Religion 2017

	<b>Task 1 Nature of Religion and Beliefs</b>	<b>Task 2 Religious Tradition</b>	<b>Task 3 All to date</b>	<b>Total</b>
<b>Component</b>	<b>Oral Presentation and Short Written Report.</b>	<b>Research and Written Report</b>	<b>Yearly Examination</b>	
<b>Date</b>	Term 1: Week 10	Term 2: Week 10	Term 3: Weeks 8-9	
<b>Outcomes</b>	P1; P2; P6; P8; P9	P3; P4; P5; P6; P7; P8; P9	P1; P2; P3; P4; P5; P6; P8; P9	
<b>Knowledge and Understanding of course content</b>	5	10	5	<b>20</b>
<b>Source-based skills</b>	5		5	<b>10</b>
<b>Investigation and research</b>		10		<b>10</b>
<b>Communication of information, ideas and issues in appropriate forms.</b>	5		5	<b>10</b>
<b>Weighting:</b>	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>

## Year 11 Visual Arts 2017

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	<b>Total</b>
<b>Component</b>	<b>Armaking Semester 1 - 25%</b>	<b>Art History and Criticism, Mid-Year Examination 20%</b>	<b>Armaking</b>	<b>Art History and Criticism  Yearly Examination</b>	
<b>Date of Task</b>	Term 2: Week 2	Term 2: Weeks 4-5	Term 3: Week 6	Term 3: Weeks 8-9	
<b>Outcomes</b>	P.1 – P.6	P.7 – P.10	P.1 – P.6	P.7 – P.10	
<b>Armaking</b>	25		25		<b>50</b>
<b>Art History and Criticism</b>		25		25	<b>50</b>
<b>Weighting</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>100</b>



