

# WYNDHAM COLLEGE

## YEAR 11 ASSESSMENT HANDBOOK 2022





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## **VET SUBJECTS**

*Separate VET schedules are issued in class.*



# *Year 11 Course Guide and Assessment Policy*

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NESA - The NSW Education Standards Authority is the statutory authority overseeing NSW schools, curriculum and assessment and is referred to as NESA.

## **A. Eligibility for the award of an HSC**

### **1. Study Of An Appropriate Pattern Of Study**

To qualify for the Higher School Certificate students must satisfactorily complete an HSC pattern of study comprising at least 12 units, following on from the Preliminary pattern of study. Both patterns must include:

- at least six units from NESA Developed courses;
- at least two units of a NESA Developed course in English;
- at least three courses of two units value or greater (either NESA Developed or NESA Endorsed courses);
- at least four subjects

To satisfy pattern of study requirements for the Higher School Certificate, a student may count a maximum of six Preliminary units and six HSC units from courses in Science.

### **2. Complete Courses Satisfactorily**

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

- (a) followed the course developed or endorsed by the NESA
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- (c) achieved some or all of the course outcomes

It should be noted that, as a result of absence from a course, the Principal may determine that course completion criteria may not be met.

**Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.**

## B. Assessment Guidelines

### 1. General

Assessment tasks indicate achievement over a wide range of syllabus outcomes. Students will receive the following advice about assessment in each course before assessment begins.

- (a) the practical and written tasks, such as tests, assignments and projects, on which their assessments are to be based.
- (b) the weighting to be allocated to each task.
- (c) an indication as to when the task will be held.

### 2. Notification Of Tasks

In addition to the schedule of assessment tasks, the college will provide adequate notice of the precise timing of assessment tasks. Generally, at least two weeks notice of the details of a task will be given and any change to the task that may occur.

**NB** If a student is absent from school or a lesson it is the student's responsibility to check if any information relating to Assessment Tasks has been communicated.

### 3. VET Mandatory Work Placement

As with all other Preliminary courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. It should be noted that if a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete course requirements. In this case the Principal can indicate that the course has not been satisfactorily completed and the student may be issued with an "N" determination.

### 4. Completion Of Tasks

NESA hopes that, through the process of continuing assessment, it will be able to reward sustained effort on the part of senior students and sample a wider (and, therefore, more accurate) range of student attainments. A sound performance in assessment tasks over the Preliminary course also helps to prepare students for the actual HSC which will modify their school assessment. It should be realised that the assessment program places a responsibility upon students to complete the assessment tasks.

At Wyndham College the following policies towards missed tasks have been determined.

- i. Students who **complete** all aspects of the assessment task and **submit it** on or **before** the due date are eligible for the full mark allocated for the task.
- ii. Students who **attend** an assessment task which is to be completed at school are eligible for the full mark allocated for the task.
- iii. Students who **fail to submit** an assessment task by the due date **must be given zero** if they have no valid reason.
- iv. Students who **fail to attend** on the specified date an assessment task which is to be completed at school **must be given zero** if they have no valid reason.
- v. Students who fail to submit an assessment task by the due date, but who have a valid reason (such as sickness or approved leave validated by appropriate documentation) are eligible for the full mark allocated to the task if they have completed the task. A medical certificate may not be accepted as excusing late submission of tasks **where the task was issued well in advance of the illness** and the medical certificate shows that the student was not incapacitated for a large part of that time. You should submit whatever progress work has been completed at that time e.g. drafts, plans, rough work etc. This will be assessed by the teacher and may be awarded marks.

**PLEASE NOTE: YOU MUST SUBMIT THE TASK ON THE DAY YOU RETURN TO SCHOOL.**

- vi. Students who **fail to attend** an assessment task which is to be completed at school, but who **have a valid reason** (e.g. sickness) must be given an opportunity to do the task or an equivalent task at a later date. In exceptional circumstances it may be necessary to give a mark based on the student's other assessment tasks. These students are eligible for the **full mark** allocated to the task.
- vii. Students who **submit** an **incomplete** task on or before the due date are to be allocated a mark. This mark is to be based on the proportion of the task completed. The task does **not** automatically receive a zero mark. As an example, if the task had six equally weighted components and a student attempted only three of these, that student would be eligible for up to 50% of the mark allocated to the task.
- viii. If a student believes factors beyond their control, e.g. sickness or family misfortune, have affected their ability to do their best on a task they may apply for an extension by seeing the appropriate Head Teacher at least 24 hours before the due date.

**NO EXTENSION WILL BE GRANTED TO APPLICATIONS RECEIVED ON THE DAY A TASK IS DUE.**

- ix. If a student submits a task which is deemed to be a non-serious attempt by the teacher, then a zero mark will be awarded.
- x. During examination sessions, any portable electronic devices, including iPods, are not permitted and only NESA approved equipment, such as calculators, may be used.
- xi. Hard copies (not computer files) of written task responses are to be submitted unless the task stipulates otherwise. It is the student's responsibility to have work printed in time for submission.
- xii. Printing of major works can be organised through the school provided it is submitted one week before the due date.
- xiii. Computer / printer failure cannot be used as a reason to submit work late.

**Where a student is going to be absent, the student or parent/guardian should contact the Head Teacher or class teacher if possible, before the task takes place. If unexpectedly absent on the day of the task, the student should phone the school and inform the Deputy Principal, or the Head Teacher of the subject. Work Placement is not a valid reason to submit work late. All students on Work Placement must make arrangements to submit the work by the due date.**

## **5. Appeals And Reviews**

Where students are dissatisfied with any aspect of the assessment procedure, they should in the first instance approach the Head Teacher of the subject concerned. If the problem cannot be resolved at the faculty level, it may be referred to the Assessment Review Committee (Principal, a Deputy Principal and the Head Teacher Secondary Studies), who will convene to consider the particular case.

Queries about the marks awarded for a task CAN ONLY be considered if made when the task is handed back to the class.

## **6. Malpractice**

Students who cheat in any way, including plagiarism, make a non-serious attempt, or truant for an assessment task will score zero for the task. In addition, the task will be recorded as a non-attempt in terms of the requirement that students complete tasks which must total more than 50% of available marks. Note: **Cheating occurs when a student attempts to gain an unfair advantage.**

The Principal will make all such judgements in consultation with the Review Committee. Plagiarism is the submitting of work that is not wholly your own, e.g. submitting slabs of text from the internet or a textbook.

## 7. Non-Serious Attempt

Students studying a Preliminary course must make a genuine attempt to complete course requirements. It is a matter for the teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements.

Students who do not make a genuine attempt **must be given zero** and will be required to complete a substitute task.

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

Where students are studying a Preliminary course that includes a requisite examination, students must sit for and make a genuine attempt at the examination. If it is determined that a student has not made a genuine attempt to complete course requirements, the Principal must indicate on the appropriate documentation that the course has not been satisfactorily completed.

## 8. "N" Determinations

NESA has delegated to principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each NESA Developed and / or NESA Endorsed Course in which they are enrolled in accordance with the requirements issued by the Board.

Principals therefore will determine if there is sufficient evidence that each student has applied diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. **Principals may determine that, as a result of absence, the course completion criteria may not be met.** Clearly, absences will be regarded seriously by principals who will give students early warning of the consequences of such absences. Warning letters will relate the student's absence to the non-completion of course requirements.

## 9. Warnings

If at any time it appears that a student is at risk of being given an "N" (No completion of course requirements) determination in any course, including VET courses, the Principal will warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning will be given in time for the problem to be corrected and will provide advice about the possible consequences of an "N" determination in a course on Higher School Certificate eligibility.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course.

## 10. Record of School Achievement – ROSA

Students leaving school prior to the conclusion of the HSC are eligible to apply for a Record of School Achievement. Applications for the ROSA credential are made directly to NESA.



## C. School Assessments under Examination Conditions

In school assessments are often carried out under examination conditions. Wyndham College uses examination procedures modelled on those used for NESA external examinations.

Students need to be aware of the Assessment and Examination Procedures and Code of Conduct. They ensure the smooth running of tasks and an environment in which all students are able to respond to the best of their ability without disruption from others.

### 1. Procedures and Code of Conduct

#### You will need to:

- Wear school uniform. This assists staff supervisor to identify you as a student of this campus.
- Organise your transport to be on time.
- Arrive at the room at least 15 minutes before the starting time. You need to allow enough time to find your allocated seat.

**If you arrive late, entry will be at the supervisors' discretion.**

- Sit at your allocated desk. Do not swap name place cards.
- **Bring all necessary equipment in a CLEAR ZIP LOCK BAG or CLEAR PENCIL CASE.** A black or blue pen, pencil, pencil sharpener, eraser, highlighter and ruler marked in mms and cms are allowed in ALL examination or assessment rooms.
- Have your own NESA approved calculator when required. Make sure it is fully charged.
- Bring a **clear** bottle of water if you need it; you cannot leave to refill it.
- Leave mobile devices (including "smart" watches – Apple Watch etc.) turned off and in your bag **OUTSIDE THE ROOM**. A designated secure space is provided.
- Remove your watch and place it in clear view on the desk in front of you.

#### In the room:

- When instructed, thoroughly check your question paper – ensure that no pages are missing and all pages have printed clearly.
- Supervisors have the right to inspect any equipment you bring into the examination room.
- Reading time is for reading only.  
**NO writing or highlighting may be undertaken during reading time.**
- Read instructions carefully, noting requirements for the use of answer booklets.
- Supervisors are NOT permitted to interpret questions.
- Write your name, as instructed by the supervisor, on every page of your answer booklet.
- Write in black or blue pen, preferably black.
- You are to remain in your seat in an appropriate position for the duration of time
- Stop writing immediately when you are instructed to do so.
- Arrange completed answers according to supervisor's instructions.
- Do not remove examination papers from the examination room.
- Only leave the examination room when the supervisor says it is OK to do so. Leave immediately as directed.
- If you are ill or a problem exists during the examination notify the supervisor immediately, by quietly raising your hand.

#### If you are ill or have a major problem on the morning of the examination:

Notify your Year Deputy or the front office (9208 7100)) as soon as possible, and make an Illness/misadventure application as soon as you return to school.

**Note: Illness/misadventure appeals require a Medical Certificate.**

### **Students are not permitted to:**

- Borrow equipment.
- Take mobile phones or programmable watches or other electronic devices into the room.
- Speak or communicate to anyone other than a supervisor during the running of the task. You must behave in a manner does not disturb or disrupt others.
- Smoke, eat or come to examinations under the influence of alcohol or illegal drugs.
- Try to cheat or participate in any form of malpractice.

**Cheating or malpractice may result in zero marks being awarded and an 'N' determination issued.**

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If a student breaches these Procedures or Code of Conduct, the school will use a Yellow/Red Card notification system.

Students will receive one official warning - a YELLOW CARD will be placed on their desk. Should the behaviour continue the student will receive a RED CARD. They are then escorted from the room and taken to the Deputy Principal. This will result in disciplinary action.

### **What do the cards mean?**

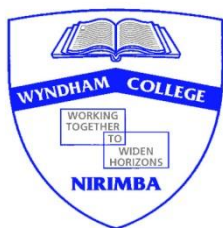
**Yellow Card:** THIS IS A WARNING. You have been observed breaking the code of conduct. DO NOT ATTEMPT TO DISCUSS THIS NOW. The next step will be a Red Card and removal.

**Red Card:** You have been observed breaking the code of conduct. You are to leave the room IMMEDIATELY without disrupting others. Please report immediately to the Deputy Principal.

### **If you are ill or have a major problem on the morning of the examination:**

Notify your Year Deputy or the front office (9208 7100)) as soon as possible, and make an Illness/misadventure application as soon as you return to school.

Note: Illness/misadventure appeals require a Medical Certificate.



# WYNDHAM COLLEGE

Nirimba Education Precinct  
Eastern Road  
QUAKERS HILL NSW 2763

PHONE: 02 9208 7100  
FAX: 02 9208 7199

### **NON-COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE OFFICIAL WARNING**

Student's name:

Date:

Dear

I am writing to advise that your son / daughter is in danger of not meeting the course completion criteria for the Higher School Certificate course in \_\_\_\_\_.

The NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the first official warning we have issued concerning the above course/task. A minimum of two course specific warnings must be issued prior to a final 'N' determination being made for a course.

#### **Course Completion Criteria**

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement. In Year 11 students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

The satisfactory completion of a course requires principals to have sufficient evidence that the student has met the following criteria.

- a) Followed the course developed or endorsed by the NESA.
- b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.
- c) Achieved some or all of the outcomes.

To date, your son / daughter has not satisfactorily met (a), (b) or (c) of the course completion criteria.

The following table lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for your son / daughter to satisfy the course completion criteria, the following tasks, requirements or outcomes need to be satisfactorily completed/achieved.

<i><b>Task name Course requirement Course outcome</b></i>	<i><b>Date task initially due (if applicable)</b></i>	<i><b>Action required by student</b></i>	<i><b>Date to be completed by (if applicable)</b></i>

**Task Description: «NAwardDescription»  
of the total course assessment.**

**This task is worth %**

Please discuss this matter with your \_\_\_\_\_ and contact the school if further information or clarification is needed.

\_\_\_\_\_  
Class Teacher

\_\_\_\_\_  
Head Teacher

\_\_\_\_\_  
Deputy Principal

*Please detach this section and return to the school*

### **REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF A HIGHER SCHOOL CERTIFICATE COURSE**

Student's name:

Course:

Date:

I have received the letter indicating that my son / daughter is in danger of not having satisfactorily completed the course listed above.

I am aware that this course may not appear on his / her Record of School Achievement.

I am also aware that the 'N' determination will make my son / daughter ineligible for the award of the Higher School Certificate.

Parent/Caregiver's signature \_\_\_\_\_ Date \_\_\_\_\_

Student's signature \_\_\_\_\_ Date \_\_\_\_\_



[illegible]

TASK ISSUE DATE \_\_\_\_\_ EXAM OR TASK DUE DATE \_\_\_\_\_

- ☐ Assessment Task  
☐ Examination (during Examination Period)  
☐ Presentation/Performance  
☐ Work Placement  
☐ Other \_\_\_\_\_
- ☐ Illness **MUST BE ACCOMPANIED BY A MEDICAL CERTIFICATE**  
☐ Misadventure  
☐ Other \_\_\_\_\_

- ☐ Absent from assessment task, or absent when an assessment task was due (due to illness or exceptional circumstance)
- ☐ Special consideration (due to illness/misadventure/exceptional circumstances leading up to an assessment task, or on the day of an assessment task)

**REASONS SUPPORTING APPLICATION** (to be completed by the student):

ATTACH SUPPORTING DOCUMENTATION

- ☐ Medical Certificate from Dr. \_\_\_\_\_ Dated: \_\_\_\_\_
- ☐ Supporting letter from my parent/carer
- ☐ Other (please describe) \_\_\_\_\_

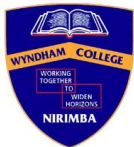
Signature Parent/Caregiver: \_\_\_\_\_ Date: \_\_\_\_\_

**SUBMIT COMPLETED FORM TO HEAD TEACHER**

Date received from student: \_\_\_\_\_

Action/Recommendation from KLA Head Teacher:

\_\_\_\_\_  
Principal's Signature and Date



# STUDENT APPEAL FORM

Attach copies of all evidence and return to the Front Office - no later than 2 working days after you have been given the decision regarding your Illness/Misadventure appeal.

Student Details
Name: _____
Connect Group: _____
Course: _____
Teacher: _____
Task Due Date: _____
Date Submitted / Completed: _____
Home Address: _____ _____
Parent / Guardian Name: _____
Contact Number: _____
Evidence to support appeal: (List documents attached)

Type of Task
<input type="checkbox"/> Hand in
<input type="checkbox"/> Exam / Test
<input type="checkbox"/> Oral / Performance
<input type="checkbox"/> Work Placement
<input type="checkbox"/> Other: _____
<b>This form is to explain why you wish to appeal the decision of your Illness Misadventure request:</b>
<input type="checkbox"/> Process not followed correctly
<input type="checkbox"/> Other: _____

## Student Comment

Outline the reason for your appeal:

.....

.....

.....

\_\_\_\_\_  
Student signature & date

Date appeal form received from student:

\_\_\_\_\_

\_\_\_\_\_  
Appeal Committee date

☐ Upheld ☐ Denied

## *Procedures to Follow if Assessment Tasks are Missed*

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### **Assessment procedures to follow**

Absent on day task is due  
because of illness or  
misadventure

Absent on the day of an  
in-class test or a formal  
exam

If at all possible, get  
someone to deliver the task  
on the due date at the due  
time to the Head Teacher

If you know that you will be  
away beforehand, inform the  
Head Teacher as soon as  
possible otherwise ....

Ring the College (9208 7100) and ask that a  
message be forwarded to the Head Teacher stating  
the reason why you are unable to personally submit  
or sit for the task

On your return to school, before going to your first  
lesson, obtain and fill in an Illness / misadventure  
form from the front office. Give this form to the  
Head Teacher as soon as you have filled it in.

Attach all available evidence  
e.g. a medical certificate if  
an illness

Attach all available evidence  
e.g. some form of proof if a  
misadventure / accident





## Aboriginal Studies

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	
<b>Name of task</b>	<b><i>Aboriginality and the Land/ Research</i></b>	<b><i>Comparative International Study</i></b>	<b><i>End of Course Examination</i></b>	
<b>Type of task</b>	PART A – (hand-in) Source based local community case study, ethical research protocols  PART B – (write in class on the due date) Seen question & provided scaffold for structure on Land & Aboriginal People	PART A & B – (hand-in) 2 research presentations on international Indigenous People using inquiry based learning  PART C – (write in class on the due date) Unseen question with structure provided in advance	Examination Testing all Year 11 topics:  -Research -Aboriginality & the Land -Heritage & Identity -Local Community case study -International Comparative Study	
<b>Date of task</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 9 - 10</b>	
<b>Outcomes assessed</b>	P1.1, P1.2, P2.3, P4.1	P4.1, P4.2, P4.3	P1.1, P1.2, P1.3 P2.1, P2.2, P2.3, P3.1, P3.2, P3.3	
<b>Component</b>	<b>Weighting</b>			
Knowledge and understanding of course content	<b>10</b>	<b>15</b>	<b>15</b>	<b>40</b>
Investigating, analysis, synthesis and evaluation of information from a variety of sources	<b>5</b>	<b>5</b>	<b>5</b>	<b>15</b>
Research and inquiry methods, including aspects of the local community case study	<b>10</b>	<b>5</b>	<b>5</b>	<b>20</b>
Communication of information, ideas and issues in appropriate forms	<b>5</b>	<b>5</b>	<b>15</b>	<b>25</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Calendar

<b>Week</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>1</b>		Heritage and Identity	Comparative Study
<b>2</b>	Aboriginality and Land	Heritage and Identity	Comparative Study
<b>3</b>	Aboriginality and Land	Heritage and Identity	Comparative Study
<b>4</b>	Aboriginality and Land	Heritage and Identity	Comparative Study
<b>5</b>	Aboriginality and Land	Heritage and Identity	Comparative Study
<b>6</b>	Aboriginality and Land	<b>Focus Week</b>	Comparative Study
<b>7</b>	Aboriginality and Land	Heritage and Identity	Revision
<b>8</b>	Aboriginality and Land	Heritage and Identity	Revision
<b>9</b>	Aboriginality and Land	Heritage and Identity	<b>Task 3 - End of Course Exam</b>
<b>10</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3 - End of Course Exam</b>
<b>11</b>	Heritage and Identity		

*\*Topic IV – Research & Inquiry of Local Community is embedded within all 3 topics.*

## Agriculture

	TASK 1	TASK 2	TASK 3	
Name of task	<i>Overview-Quiz</i>	<i>Farm Case Study</i>	<i>End of Course Examination</i>	
Type of task	Overview -Quiz	8.2 Farm case study: The farm as a production unit Farm management Marketing	Examination Modules: 8.1 8.2 8.3 , 8.4	
Date of task	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 9 - 10	
Outcomes assessed	P2.3, P3.1, P4.1, P5.1, P1.1, P1.3, P1.2	P1.1, P1.2, P2.3, P4.1	P1.1, P1.2, P1.3 P2.1, P2.2, P2.3, P3.1, P3.2, P3.3	
Component				Weighting
Knowledge, understanding and skills required to manage agricultural production systems	15	10	15	40
Knowledge and understanding of course content	15	10	15	40
Skills in effective research, experimentation and communication	5	5	10	20
<b>Total %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
1		8.2 Farm Case Study	8.4 Animal Production
2	8.1 Overview	8.3 Plant Production	8.4 Animal Production
3	8.1 Overview	8.3 Plant Production	8.4 Animal Production
4	8.1 Overview	8.3 Plant Production	8.4 Animal Production
5	8.1 Overview	8.3 Plant Production	8.4 Animal Production
6	8.2 Farm Case Study	<b>Focus Week</b>	8.4 Animal Production
7	8.2 Farm Case Study	8.3 Plant Production	8.4 Animal Production
8	8.2 Farm Case Study	<b>Task 2</b>	8.4 Animal Production
9	<b>Task 1</b>	8.3 Plant Production	<b>Task 3 - End of Course Exam</b>
10	8.2 Farm Case Study	8.4 Animal Production	<b>Task 3 - End of Course Exam</b>
11	8.2 Farm Case Study		

## Ancient History

	TASK 1	TASK 2	TASK 3	
Name of task	<i>Troy</i>	<i>Historical Investigation</i>	<i>End of Course Examination</i>	
Type of task	Source Analysis	Independent Research Project	Examination	
Date of task	<b>Term 1 Week 10</b>	<b>Term 2 Week 6</b>	<b>Term 3 Weeks 9 - 10</b>	
Outcomes assessed	AH11-1, AH11-4, AH11-6, AH11-7, AH11-9	AH11-2, AH11-3, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	
Component				Weighting
Knowledge and understanding of course content	<b>10</b>		<b>30</b>	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	<b>10</b>		<b>10</b>	<b>20</b>
Historical inquiry and research	<b>5</b>	<b>10</b>		<b>20</b>
Communication of historical understanding in appropriate forms	<b>5</b>	<b>15</b>		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
<b>1</b>		Historical Investigation	Celtic and Egyptian Death & Funerary Customs
<b>2</b>	Investigating Ancient History: Historical Reliability and Authenticity	Historical Investigation	Celtic and Egyptian Death & Funerary Customs
<b>3</b>	Investigating Ancient History: Historical Reliability and Authenticity	Historical Investigation	Celtic and Egyptian Death & Funerary Customs
<b>4</b>	Investigating Ancient History: Historical Reliability and Authenticity	Historical Investigation	Celtic and Egyptian Death & Funerary Customs
<b>5</b>	Case Study: Troy	Historical Investigation	Celtic and Egyptian Death & Funerary Customs
<b>6</b>	Case Study: Troy	<b>Focus Week TASK 2 : Historical Investigation</b>	Celtic and Egyptian Death & Funerary Customs
<b>7</b>	Case Study: Troy	Case Study: Palmyra	Celtic and Egyptian Death & Funerary Customs
<b>8</b>	Case Study: Troy	Case Study: Palmyra	Celtic and Egyptian Death & Funerary Customs
<b>9</b>	Case Study: Troy	Case Study: Palmyra	<b>Task 3 - End of Course Exam</b>
<b>10</b>	<b>TASK 1</b>	Case Study: Palmyra	<b>Task 3 - End of Course Exam</b>
<b>11</b>	Historical Investigation		

## Biology

	TASK 1	TASK 2	TASK 3	
Name of task	<i>Module Review</i>	<i>Depth Study</i>	<i>End of Course Examination</i>	
Type of task	Module Review	Depth Study	Examination	
Date of task	Term 1 Week 11	Term 2 Week 6	Term 3 Weeks 9 - 10	
Outcomes assessed	BIO11/12-1 BIO11/12-2 BIO11/12-4 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11/12-4	BIO11/12-1 BIO11/12-2 BIO11/12-4 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	BIO11/12-1 BIO11/12-2 BIO11/12-4 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Component				Weighting
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
1		Module 2	Module 3
2	Module 1	Module 2	Module 3
3	Module 1	Module 2	Module 4
4	Module 1	Module 2	Module 4
5	Module 1	Module 2	Module 4
6	Module 1	<b>Task 2 Focus Week</b>	Module 4
7	Module 1	Module 3	Module 4
8	Module 1	Module 3	Module 4
9	Module 1	Module 3	<b>Task 3 - End of Course Exam</b>
10	Module 1	Module 3	<b>Task 3 - End of Course Exam</b>
11	<b>Task 1</b>		



## Business Studies

	TASK 1	TASK 2	TASK 3	
Name of task	<i>Business Report</i>	<i>Shark Tank</i>	<i>End of Course Examination</i>	
Type of task	Report	Project	Exam	
Date of task	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9 - 10	
Outcomes assessed	P1, P2, P9	P5, P7, P8	P3, P4, P6, P10	
Component				Weighting
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills	10		10	20
Inquiry and research	5	15		20
Communication of business information, ideas and issues in appropriate forms	5	10	5	20
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
1		Business Management	Business Planning
2	Nature of Business	Business Management	Business Planning
3	Nature of Business	Business Management	Business Planning
4	Nature of Business	Business Management	Business Planning
5	Nature of Business	Business Management	Business Planning
6	Nature of Business	<b>Focus Week</b>	Business Planning
7	Nature of Business	Business Management	Business Planning
8	Business Management	Business Management	Business Planning
9	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3 - End of Course Exam</b>
10	Business Management	Business Planning	<b>Task 3 - End of Course Exam</b>
11	Business Management		

## Chemistry

	TASK 1	TASK 2	TASK 3	
Name of task	Depth Study Quiz	Module Review	End of Course Examination	
Type of task	Depth Study	Module review	Exam	
Date of task	Term 2 Week 2	Term 2 Week 6	Term 3 Weeks 9 - 10	
Outcomes assessed	CH11/12-1 CH11/12-3 CH11/12-4 CH11/12-7 CH11-8	CH11/12-1 CH11/12-3 CH11/12-4 CH11/12-7 CH11-9	CH11/12-1 CH11/12-3 CH11/12-4 CH11/12-7 CH11-9	
Component				Weighting
Skills in Working Scientifically	15	25	20	60
Knowledge and Understanding	10	10	20	40
Total %	25	35	40	100

## Calendar

Week	Term 1	Term 2	Term 3
1		Module 2	Module 3
2	Module 1	Task 1	Module 3
3	Module 1	Module 2	Module 4
4	Module 1	Module 2	Module 4
5	Module 1	Module 2	Module 4
6	Module 1	Task 2 Focus Week	Module 4
7	Module 1	Module 2	Module 4
8	Module 1	Module 3	Module 4
9	Module 1	Module 3	Task 3 - End of Course Exam
10	Module 2	Module 3	Task 3 - End of Course Exam
11	Module 2		

## Community and Family Studies

	TASK 1	TASK 2	TASK 3	
<b>Name of task</b>	<b><i>Resource Management</i></b>	<b><i>Individuals and Groups</i></b>	<b><i>End of Course Examination</i></b>	
<b>Type of task</b>	<i>Research + Interview</i>	<i>Group Dynamics Analysis</i>	Examination	
<b>Date of task</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 8</b>	<b>Term 3 Weeks 9 - 10</b>	
<b>Outcomes assessed</b>	P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1–P6.2	
<b>Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	<b>15</b>	<b>15</b>	<b>10</b>	<b>40</b>
Skills in critical thinking, research methodology, analysing and communicating	<b>20</b>	<b>20</b>	<b>20</b>	<b>60</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
<b>1</b>		Individuals and Groups	Families and Communities
<b>2</b>	Resource Management	Individuals and Groups	Families and Communities
<b>3</b>	Resource Management	Individuals and Groups	Families and Communities
<b>4</b>	Resource Management	Individuals and Groups	Families and Communities
<b>5</b>	Resource Management	Individuals and Groups	Families and Communities
<b>6</b>	Resource Management	<b>Focus Week</b>	Families and Communities
<b>7</b>	Individuals and Groups	Individuals and Groups	Families and Communities
<b>8</b>	<b>Task 1 Research + Interview</b> Individuals and Groups	<b>Task 2</b>	Families and Communities
<b>9</b>	Individuals and Groups	Families and Communities	<b>Task 3 - End of Course Exam</b>
<b>10</b>	Individuals and Groups	Families and Communities	<b>Task 3 - End of Course Exam</b>
<b>11</b>	Individuals and Groups		

## Dance

	TASK 1	TASK 2	TASK 3	
<b>Name of task</b>	<i>Safe Dance Practice and Performance Self Evaluation</i>	<i>Composition</i>	<i>Part A - Appreciation - End of Course Exam</i> <i>Part B - Performance</i>	
<b>Type of task</b>	Dance Performance Film Analysis Discussion	Dance Composition Journal Discussion	Part A: Two extended response questions 1. Development of Dance in Australia. 2. Falling Angels Dance Analysis Part B: Dance Performance	
<b>Date of task</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Weeks 9 - 10</b>	
<b>Outcomes assessed</b>	P2.1, P2.2, P2.3 P1.1, P1.2	P3.1, P3.2, P3.3, P3.4 P1.2	P2.4, P2.5, P2.6 P4.1, P4.2, P4.4 P1.3	
<b>Component</b>				<b>Weighting</b>
<b>Performance</b>	<b>30</b>		<b>10</b>	<b>40</b>
<b>Composition</b>		<b>30</b>		<b>30</b>
<b>Appreciation</b>			<b>30</b>	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
<b>1</b>		Composition – Space/Time/ Dynamics	Appreciation- Development of Dance in Australia
<b>2</b>	Performance – Warm-Up/Cooldown + Body Skills - Turn	Composition – Space/Time/ Dynamics Appreciation- Development of Dance in Australia	Appreciation- Development of Dance in Australia Performance - Strength
<b>3</b>	Performance – Alignment Body Skills - Fall	Composition – Space/Time/ Dynamics	Appreciation – Dance Analysis
<b>4</b>	Performance – Stretching Body Skills - Elevations	Composition –Stimulus Appreciation- Development of Dance in Australia	Appreciation – Dance Analysis Performance - Endurance
<b>5</b>	Performance – Body awareness/Body Limitations – FILMING - Body Skills – Leg Extension & balance	Composition –Stimulus Appreciation- Development of Dance in Australia	Appreciation – Dance Analysis
<b>6</b>	Performance – Causes, Prevention and treatment of injury Body Skills – Leap/jump & locomotor movement	<b>Focus Week</b>	Appreciation – Dance Analysis Performance – Coordination & Performance Quality
<b>7</b>	Performance – Body Maintenance Body Skills – Movement into and out of the ground	Composition – Motif into phrase	Appreciation – Dance Analysis
<b>8</b>	Performance – Components of a Dance Class Body Skills – Movement in parallel/movement in turnout	Composition – Organisation of the dance Appreciation- Development of Dance in Australia	Appreciation – Dance Analysis Performance – Performance Quality
<b>9</b>	Performance – Revision of Safe Dance Practice	Composition – Organisation of the dance	<b>Task 3 – Performance &amp; End of Course Exam</b>
<b>10</b>	Performance – Assessment Task Due <b>Task 1 - Performance</b>	<b>Task 2 - Composition</b>	<b>Task 3 – Performance &amp; End of Course Exam</b>
<b>11</b>	Performance – Training		

## Design and Technology

	TASK 1	TASK 2	TASK 3	
Name of task	<i>Research Project</i>	<i>Mini DP</i>	<i>End of Course Examination</i>	
Type of task	Designer investigation written, product concept creation	Preliminary Project	Examination	
Date of task	Term 1 Week 8	Term 3 Weeks 7	Term 3 Weeks 9 -10	
Outcomes assessed	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.3	P5.1, P5.2, P6.2	
Component				Weighting
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
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
1		Design Research / Theory & Practical	Design Research / Theory & Practical / MDP
2	Design Research / Theory & Practical	Design Research / Theory & Practical	Design Research / Theory & Practical / MDP
3	Design Research / Theory & Practical	Design Research / Theory & Practical / MDP	Design Research / Theory & Practical / MDP
4	Design Research / Theory & Practical	Design Research / Theory & Practical / MDP	Design Research / Theory & Practical / MDP
5	Design Research / Theory & Practical	Design Research / Theory & Practical / MDP	Design Research / Theory & Practical / MDP
6	Design Research / Theory & Practical	<b>Focus Week</b>	Design Research / Theory & Practical / MDP
7	Design Research / Theory & Practical	Design Research / Theory & Practical / MDP	<b>Task 2:</b>
8	<b>Task 1</b>	Design Research / Theory & Practical / MDP	Revision
9	Design Research / Theory & Practical	Design Research / Theory & Practical / MDP	<b>Task 3 -End of Course Exam</b>
10	Design Research / Theory & Practical	Design Research / Theory & Practical / MDP	<b>Task 3 -End of Course Exam</b>
11	Design Research / Theory & Practical		

## Drama

	TASK 1	TASK 2	TASK 3	
Name of task	<i>Improvisation, Playbuilding &amp; Acting</i>	<i>Elements of Production and Performance</i>	<i>End of Course Examination</i>	
Type of task	Group Devised Performance	Director's Concept-Design & Dologue performance	Written Examination + Workshop Performance	
Date of task	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 9 - 10</b>	
Outcomes assessed	P1.1, P1.2, P1.3, P1.4, P1.5, P1.6	P1.1, P1.2, P1.3, P1.4, P1.5	P1.3, P1.4, P1.5, P1.6, P1.7, P1.8	
Component				Weighting
Making	<b>10</b>	<b>20</b>	<b>10</b>	<b>40</b>
Performing	<b>15</b>	<b>5</b>	<b>10</b>	<b>30</b>
Critically Studying		<b>10</b>	<b>20</b>	<b>30</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
<b>1</b>		Topic 2	Topic 3
<b>2</b>	Topic 1	Topic 2	Topic 3
<b>3</b>	Topic 1	Topic 2	Topic 3
<b>4</b>	Topic 1	Topic 2	Topic 3
<b>5</b>	Topic 1	Topic 2	Topic 3
<b>6</b>	Topic 1	<b>Focus Week</b>	Topic 3
<b>7</b>	Topic 1	Topic 2	Topic 3
<b>8</b>	Topic 1	Topic 2	Topic 3
<b>9</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3 - End of Course Exam</b>
<b>10</b>	<b>Task 1</b>	Topic 2	<b>Task 3 - End of Course Exam</b>
<b>11</b>	Topic 2		

## Economics

	TASK 1	TASK 2	TASK 3	
<b>Name of task</b>	<i>Topic Test</i>	<i>Research Essay-Labour Market</i>	<i>End of Course Examination</i>	
<b>Type of task</b>	Test	Written	Examination	
<b>Date of task</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 6</b>	<b>Term 3 Weeks 9 - 10</b>	
<b>Outcomes assessed</b>	P1, P2, P4, P7	P5, P6, P8,P9	P1,P2,P3,P4, P5,P6,P7,P8, P10, P11,P12	
<b>Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Stimulus-based skills	<b>10</b>		<b>10</b>	<b>20</b>
Inquiry and research		<b>10</b>	<b>10</b>	<b>20</b>
Communication of economic information, ideas and issues in appropriate forms	<b>10</b>	<b>10</b>		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
<b>1</b>		Markets	Financial Markets
<b>2</b>	Introduction to Economics	Markets	<b>Task 2</b>
<b>3</b>	Introduction to Economics	Labour Markets	Government in the Economy
<b>4</b>	Introduction to Economics	Labour Markets	Government in the Economy
<b>5</b>	Introduction to Economics	Labour Markets	Government in the Economy
<b>6</b>	Consumers and Business	<b>Task 2 Focus Week</b>	Government in the Economy
<b>7</b>	Consumers and Business	Labour Markets	Government in the Economy
<b>8</b>	<b>Task 1</b>	Financial Markets	Government in the Economy
<b>9</b>	Markets	Financial Markets	<b>Task 3 - End of Course Exam</b>
<b>10</b>	Markets	Financial Markets	<b>Task 3 - End of Course Exam</b>
<b>11</b>	Markets		



## Engineering Studies

	TASK 1	TASK 2	TASK 3	
Name of task	Engineered Products	Engineering Report	End of Course Examination	
Type of task	Product Analysis	Report	Yearly Examination	
Date of task	Term 1 Week 10	Term 2 Weeks 7	Term 3 Weeks 9 -10	
Outcomes assessed	P4.1, P4.2, P4.3, P6.1	P2.2, P3.2, P5.1, P6.2	P1.1, P1.2, P2.1, P3.1, P3.3, P5.2	
Component				Weighting
Knowledge and understanding of course content	10	10	40	60
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20		40
Total %	30	30	40	100

## Calendar

Week	Term 1	Term 2	Term 3
1		Engineered Products	Braking Systems
2	Engineering Fundamentals	Engineered Products	Braking Systems
3	Engineering Fundamentals	Engineered Products	Biomedical Engineering
4	Engineering Fundamentals	Engineered Products	Biomedical Engineering
5	Engineering Fundamentals	Engineered Products	Biomedical Engineering
6	Engineering Fundamentals	<b>Focus Week</b>	Biomedical Engineering
7	Engineered Products	<b>Task 2</b>	Biomedical Engineering
8	Engineered Products	Braking Systems	Biomedical Engineering
9	Engineered Products	Braking Systems	<b>Task 3 - End of Course Exam</b>
10	<b>Task 1</b> Engineered Products	Braking Systems	<b>Task 3 - End of Course Exam</b>
10	Engineered Products		

## English (Advanced)

	TASK 1	TASK 2	TASK 3	
Name of task	<b><i>Reading to Write</i></b>	<b><i>Multimodal presentation</i></b>	<b><i>End of Course Examination</i></b>	
Type of task	Imaginative text with reflection	Interactive ICT presentation	Examination	
Date of task	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 9 - 10</b>	
Outcomes assessed	EN11-2, EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Component				Weighting
Knowledge and understanding of course content	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
<b>1</b>		Module A	Module B
<b>2</b>	Reading to Write	Module A	Module B
<b>3</b>	Reading to Write	Module A	Module B
<b>4</b>	Reading to Write	Module A	Module B
<b>5</b>	Reading to Write	Module A	Module B
<b>6</b>	Reading to Write	<b>Focus Week</b>	Module B
<b>7</b>	Reading to Write	Module A	Module B
<b>8</b>	Reading to Write	Module A	Module B
<b>9</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3 - End of Course Exam</b>
<b>10</b>	Module A	Module B	<b>Task 3 - End of Course Exam</b>
<b>11</b>	Module A		

## English (Standard)

	TASK 1	TASK 2	TASK 3	
Name of task	<i>Reading to Write</i>	<i>Multimodal presentation</i>	<i>End of Course Examination</i>	
Type of task	Imaginative text with reflection	Interactive ICT presentation	Examination	
Date of task	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9 - 10	
Outcomes assessed	EN11-2, EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Component				Weighting
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
1		Module A	Module B
2	Reading to Write	Module A	Module B
3	Reading to Write	Module A	Module B
4	Reading to Write	Module A	Module B
5	Reading to Write	Module A	Module B
6	Reading to Write	<b>Focus Week</b>	Module B
7	Reading to Write	Module A	Module B
8	Reading to Write	Module A	Module B
9	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3 - End of Course Exam</b>
10	Module A	Module B	<b>Task 3 - End of Course Exam</b>
11	Module A		

## English as an Additional Language or Dialect

	TASK 1	TASK 2	TASK 3	
<b>Name of task</b>	<i>Point of view writing task Language, Texts and Contexts</i>	<i>Multimodal presentation Close Study of Text</i>	<i>End of Course Examination</i>	
<b>Type of task</b>	Writing task	Multimodal presentation	Examination	
<b>Date of task</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	EAL11-1B, EAL11-3, EAL11-4, EAL11-7	EAL11-1A, EAL11-2, EAL11-3, EAL11-5, EAL11-9	EAL11-1A, EAL11-3, EAL11-5, EAL11-6, EAL11-8	
<b>Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
<b>1</b>		Close Study	Close Study
<b>2</b>	Language and Texts in Contexts	Close Study	Close Study
<b>3</b>	Language and Texts in Contexts	Close Study	Close Study
<b>4</b>	Language and Texts in Contexts	Close Study	Close Study
<b>5</b>	Language and Texts in Contexts	Close Study	Close Study
<b>6</b>	Language and Texts in Contexts	<b>Focus Week</b>	Revision
<b>7</b>	Language and Texts in Contexts	Close Study	Revision
<b>8</b>	Language and Texts in Contexts	Close Study	Revision
<b>9</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3 - End of Course Exam</b>
<b>10</b>	Language and Texts in Contexts	Close Study	<b>Task 3 - End of Course Exam</b>
<b>11</b>	Language and Texts in Contexts		

## English Extension 1

	TASK 1	TASK 2	TASK 3	
Name of task	<i>Imaginative Response</i>	<i>Multimodal presentation</i>	<i>End of Course Examination</i>	
Type of task	Source based Essay, focusing on local community case study, research methodology protocols	Presentation Research Task	Examination	
Date of task	Term 1 Week 10	Term 2 Weeks 9 - 10	Term 3 Week 9 - 10	
Outcomes assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
Component				Weighting
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis, composition and investigation	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
1		Literary Worlds	Elective
2	Literary Worlds	Literary Worlds	Elective
3	Literary Worlds	Elective	Elective
4	Literary Worlds	Elective	Elective
5	Literary Worlds	Elective	Elective
6	Literary Worlds	<b>Focus Week</b>	Elective
7	Literary Worlds	Elective	Elective
8	Literary Worlds	Elective	Elective
9	Literary Worlds	Elective	<b>Task 3 - End of Course Exam</b>
10	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3 - End of Course Exam</b>
11	Literary Worlds		

## English Studies

	TASK 1	TASK 2	TASK 3	
<b>Name of task</b>	<b>Mandatory Module: Achieving through English</b>	<b>Elective Module: On the Road</b>	<b>All modules</b>	
<b>Type of task</b>	Interview and Resume Submission	Multimodal Presentation	Collection of classwork and Reflection	
<b>Date of task</b>	<b>Term 1 Week 10</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 8</b>	
<b>Outcomes assessed</b>	ES11-1, ES11-4, ES11-5 ES11-6	ES11-2, ES11-3, ES11-6, ES11-7, ES11-8, ES11-10	ES11-2, ES11-4, ES11-5, ES11-6, ES11-7, ES11-9, ES11-10	
<b>Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
Skills in: <ul style="list-style-type: none"> <li>• comprehending texts</li> <li>• communicating ideas</li> <li>• using language accurately, appropriately and effectively</li> </ul>	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
<b>1</b>		Module 1	Module 2
<b>2</b>	Mandatory Module	Module 1	Module 2
<b>3</b>	Mandatory Module	Module 1	Module 2
<b>4</b>	Mandatory Module	Module 1	Module 2
<b>5</b>	Mandatory Module	Module 1	Module 2
<b>6</b>	Mandatory Module	<b>Focus Week</b>	Module 2
<b>7</b>	Mandatory Module	Module 1	Module 2
<b>8</b>	Mandatory Module	Module 1	<b>Task 3</b>
<b>9</b>	Mandatory Module	Module 1	<b>End of Course Examinations</b>
<b>10</b>	<b>Task 1</b>	<b>Task 2</b>	<b>End of Course Examinations</b>
<b>11</b>	Module 1		

## Exploring Early Childhood

	TASK 1	TASK 2	TASK 3	
<b>Name of task</b>	<i><b>Pregnancy and Childbirth Research Pamphlet</b></i>	<i><b>Food &amp; Nutrition &amp; Child Health &amp; Safety Practical Task</b></i>	<i><b>End of Course Examination</b></i>	
<b>Type of task</b>	Written	Written / Practical	Examination	
<b>Date of task</b>	<b>Term 1 Week 7</b>	<b>Term 3 Week 7</b>	<b>Term 3 Week 9 - 10</b>	
<b>Outcomes assessed</b>	P1.1, 2.4, 2.5, 5.1	P1.3, 1.5, 6.1	P1.2, 2.5, 2.1, 1.4	
<b>Component</b>				<b>Weighting</b>
Pregnancy and child birth.	<b>35</b>			<b>35</b>
Child Growth & development		<b>10</b>	<b>15</b>	<b>25</b>
Food and Nutrition		<b>20</b>	<b>10</b>	<b>30</b>
Child health and safety			<b>10</b>	<b>10</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
<b>1</b>		<b>Core B:</b> Child Growth & Development	<b>Core C:</b> Promoting Positive Behaviour
<b>2</b>	<b>Core A:</b> Pregnancy and child birth	<b>Core B:</b> Child Growth & Development	<b>Core C:</b> Promoting Positive Behaviour
<b>3</b>	<b>Core A:</b> Pregnancy and child birth	<b>Core B:</b> Child Growth & Development	<b>Module 12&amp;13:</b> Food & Nutrition/ Child Health and Safety
<b>4</b>	<b>Core A:</b> Pregnancy and child birth	<b>Core B:</b> Child Growth & Development	<b>Module 12&amp;13:</b> Food & Nutrition/ Child Health and Safety
<b>5</b>	<b>Core A:</b> Pregnancy and child birth	<b>Core B:</b> Child Growth & Development	<b>Module 12&amp;13:</b> Food & Nutrition/ Child Health and Safety
<b>6</b>	<b>Core A:</b> Pregnancy and child birth	<b>Focus Week</b>	<b>Module 12&amp;13:</b> Food & Nutrition/ Child Health and Safety
<b>7</b>	<b>Task 1</b>	<b>Core B:</b> Child Growth & Development	<b>Task 2 -Practical Assessment</b>
<b>8</b>	<b>Core B:</b> Child Growth & Development	<b>Core C:</b> Promoting Positive Behaviour	<b>Module 12&amp;13:</b> Food & Nutrition/ Child Health and Safety
<b>9</b>	<b>Core B:</b> Child Growth & Development	<b>Core C:</b> Promoting Positive Behaviour	<b>Task 3 - End of Course Exam</b>
<b>10</b>	<b>Core B:</b> Child Growth & Development	<b>Core C:</b> Promoting Positive Behaviour	<b>Task 3 - End of Course Exam</b>
<b>11</b>	<b>Core B:</b> Child Growth & Development		



## Film Studies

	TASK 1	TASK 2	TASK 3	
Name of task	'Movie Trailer'	Film Critique	Design Project & Short Film	
Type of task	Practical Task: Story Board, Graphic Movie Poster Design & Movie Trailer Submission	Research Task: Study of Film, Explanation, Analysis & Critique Written Submission	Practical Task: Film-making, Three Minute Short Film Animation	
Date of task	Term 1 Week 10	Term 2 Week 5	Term 3 Week 6	
Outcomes assessed	1.1A, 1.2A, 2.1A, 2.2A, 2.3A, 3.1A, 3.3A, 4.1A, 4.3A	1.1A, 1.2A, 2.1A, 2.2A, 2.3A, 3.1A, 3.3A, 4.1A, 4.3A, 5.3A	1.1A, 1.2A, 2.1A, 2.2A, 2.3A, 3.1A, 3.3A, 4.1A, 4.2A, 4.3A, 5.1A, 5.2A, 5.3A	
Component				Weighting
Artemaking	40		30	70
Study of Filmmaking		20	10	30
<b>Total %</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
1		Commence Film Critique	Commence Design Project & Animation
2	Introduction to Filmmaking conventions & history	Film Viewing & Analysis	Experimentation and studio practice.
3	Filmmaking conventions & history	The Film Studio, Excursion	Animation techniques
4	Commence Filmmaking and Movie Trailers, the movie poster	Film Viewing & Analysis	Animation techniques
5	Filmmaking and Movie Trailers. Filmmaking history	<b>Task 2</b> – Film Critique Submission	Progress & submission evaluation
6	Storyboards, Filmmaking and Movie Trailers.	<b>Focus Week</b>	<b>Task 3</b> – Design Project/Short Film Submission & Evaluation
7	Storyboards, Filmmaking and Movie Trailers.	Filmmaking techniques & theory	Refinement and Post Production Editing
8	Filmmaking and Movie Trailers. The film poster	Filmmaking techniques & theory	Refinement and Post Production Editing
9	Filmmaking and Movie Trailers.	Camera techniques & theory	<b>End of Course Examinations</b>
10	<b>Task 1</b> – The "Movie Trailer" Submission.	Experimentation and studio practice.	<b>End of Course Examinations</b>
11	Film Review, Critique & Evaluation.		

## Food Technology

	TASK 1	TASK 2	TASK 3	
Name of task	Food Availability and Selection	Food Quality	End of Course Examination	
Type of task	PowerPoint Oral presentation and Practical	Practical and Written Report	Exam	
Date of task	Term 1 Week 9	Term 2 Week 9&10	Term 3, Weeks 9 - 10	
Outcomes assessed	P1.1, P1.2, P3.2, P4.1, P4.2	P2.2, P3.2, P4.1, P4.4, P5.1,	P1.1, P1.2, P2.1, P3.1, P5.1 P4.3	
Component				Weighting
Knowledge and understanding of Food technology	10		10	20
Skills in researching, analysing and communicating food issues	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts		10	10	20
Skills in designing, implementing and evaluating solutions to food situations	10	10	10	30
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
1		Food Quality	Nutrition
2	Food Availability and Selection	Food Quality	Nutrition
3	Food Availability and Selection	Sensory assessment of food	Nutrition
4	Food Availability and Selection	Food Styling, Food Photography	Nutrition
5	Food Availability and Selection	<b>Focus Week</b>	Nutrition
6	Food Availability and Selection	Food service and Catering	Nutrition
7	Food Availability and Selection	Chemical and Physical properties of food	Nutrition
8	Food Availability and Selection	Chemical and Physical properties of food	Nutrition
9	Food Availability and Selection	<b>Practical Assessment Task 2</b>	<b>Task 3 - End of Course Exam</b>
10	<b>Task 1 Practical Assessment Oral Presentation</b>	<b>Practical Assessment Task 2</b>	<b>Task 3 - End of Course Exam</b>
11	<b>Food Quality</b>		

## Industrial Technology – Graphics Technologies

	TASK 1	TASK 2	TASK 3	Weighting
Name of task	Industry Studies	Preliminary Project	End of Course Examination	
Type of task	Case Study	Preliminary Project	Examination	
Date of task	Term 1, Week 10	Term 3, Week 7	Term 3, Weeks 9–10	
Outcomes assessed	P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	P1.1, P2.1, P6.1, P1.2,	
Component				
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Total %	20	40	40	100

### Calendar

Week	Term 1	Term 2	Term 3
1		Preliminary Major Project, Industry Study	Preliminary Major
2	WHS, Graphic tools and skill development	Preliminary Major Project, Industry Study	Preliminary Major
3	WHS, Graphic tools and skill development	Preliminary Major Project, Industry Study	Preliminary Major
4	WHS, Graphic tools and skill development	Preliminary Major Project, Industry Study	Preliminary Major
5	WHS, Graphic tools and skill development	Preliminary Major Project, Industry Study	Preliminary Major
6	WHS, Graphic tools and skill development	<b>Focus Week</b>	Preliminary Major
7	WHS, Graphic tools and skill development	Preliminary Major Project, Industry Study	<b>Task 2 - Preliminary Major Project</b>
8	WHS, Graphic tools and skill development	Preliminary Major	<b>Task 2- Preliminary Major Project</b>
9	WHS, Graphic tools and skill development	Preliminary Major	<b>Task 3 – End of Course Exam</b>
10	<b>Task 1 – Industry Studies</b>	Preliminary Major	<b>Task 3 – End of Course Exam</b>
11	Preliminary Major Project, Industry Study		

## Industrial Technology – Timber and Furnishings

	TASK 1	TASK 2	TASK 3	
Name of task	Industry Studies	Preliminary Project	<i>End of Course Examination</i>	
Type of task	Case Study	Preliminary Project	Examination	
Date of task	Term 1, Week 10	Term 3, Week 7	Term 3, Weeks 9 - 10	
Outcomes assessed	P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.2	P1.1, P2.1, P6.1, P1.2	
Component				Weighting
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
1		Preliminary Major Project, Industry Study	Preliminary Major
2	WHS, Tools used in the Focus Area	Preliminary Major Project, Industry Study	Preliminary Major
3	WHS, Tools used in the Focus Area	Preliminary Major Project, Industry Study	Preliminary Major
4	WHS, Tools used in the Focus Area	Preliminary Major Project, Industry Study	Preliminary Major
5	WHS, Tools used in the Focus Area	Preliminary Major Project, Industry Study	Preliminary Major
6	WHS, Tools used in the Focus Area	<b>Focus Week</b>	Preliminary Major
7	WHS, Tools used in the Focus Area	Preliminary Major Project, Industry Study	<b>Task 2 - Preliminary Major Project</b>
8	WHS, Tools used in the Focus Area	Preliminary Major	<b>Task 2- Preliminary Major Project</b>
9	Tools used in the Focus Area	Preliminary Major	<b>Task 3 – End of Course Exam</b>
10	<b>Task 1 – Industry Studies</b> Preliminary Major Project, Industry Study	Preliminary Major	<b>Task 3 – End of Course Exam</b>
11	Preliminary Major Project, Industry Study		

## Information, Processes and Technology

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	
<b>Name of task</b>	<i>Personal Project</i>	<i>Major Group Project</i>	<b>End of Course Examination</b>	
<b>Type of task</b>	Research, oral presentation and written presentation	Design & develop Information System	Examination	
<b>Date of task</b>	<b>Term 1 Week 6</b>	<b>Term 3 Week 2</b>	<b>Term 3 Weeks 9 - 10</b>	
<b>Outcomes assessed</b>	P1.1, P1.2, P2.1, P2.2, P3.1	P3.1, P4.1, P5.1, P6.1, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1	
<b>Component</b>				<b>Weighting</b>
Introduction to Information Skills & Systems	<b>10</b>		<b>5</b>	<b>15</b>
Tools for Information Processing	<b>15</b>	<b>25</b>	<b>25</b>	<b>65</b>
Developing Information Systems		<b>10</b>	<b>10</b>	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Calendar

<b>Week</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>1</b>		Tools for Information Processes	Developing Information Systems
<b>2</b>	Introduction into Information Systems	Tools for Information Processes	<b>Task 2</b>
<b>3</b>	Introduction into Information Systems	Tools for Information Processes	Project Presentation
<b>4</b>	Introduction into Information Systems	Tools for Information Processes	Developing Information Systems
<b>5</b>	Introduction to Information Processes and Data	Tools for Information Processes	Developing Information Systems
<b>6</b>	<b>Task 1</b>	<b>Focus Week</b>	Developing Information Systems
<b>7</b>	Introduction to Information Processes and Data	Tools for Information Processes	Developing Information Systems
<b>8</b>	Introduction to Information Processes and Data	Tools for Information Processes	Revision
<b>9</b>	Introduction to Information Processes and Data	Tools for Information Processes	<b>Task 3 - End of Course Exam</b>
<b>10</b>	Tools for Information Processes	Developing Information Systems	<b>Task 3 - End of Course Exam</b>
<b>11</b>	Tools for Information Processes		

## Investigating Science

	TASK 1	TASK 2	TASK 3	
Name of task	Depth Study	Module Review	<i>End of Course Examination</i>	
Type of task	Depth Study	Module review	Examination	
Date of task	Term 1 Week 10	Term 2 Week 9	Term 3, Weeks 9 - 10	
Outcomes assessed	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-7 INS11-8 INS11-9	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-7 INS11-8	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11	
Component				Weighting
Skills in Working Scientifically	15	35	10	60
Knowledge and Understanding	15	5	20	40
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
1		Module 2	Module 3
2	Module 1	Module 2	Module 3
3	Module 1	Module 2	Module 4
4	Module 1	Module 2	Module 4
5	Module 1	<b>Focus Week</b>	Module 4
6	Module 1	Module 3	Module 4
7	Module 1	Module 3	Module 4
8	Module 1	Module 3	Module 4
9	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3 - End of Course Exam</b>
10	Module 2	Module 3	<b>Task 3 - End of Course Exam</b>
11	Module 2		

## Japanese Beginners

	TASK 1	TASK 2	TASK 3	
<b>Name of task</b>	<b>Speech to Rotary &amp; Self-intro</b>	<b>Video to Host Family &amp; Recount</b>	<b>End of Course Examination</b>	
<b>Type of task</b>	Written + additional components	Written + additional components	Examination	
<b>Date of task</b>	<b>Term 2 Weeks 1 &amp; 2</b>	<b>Term 3 Weeks 1 &amp; 2</b>	<b>Term 3 Weeks 9 - 10</b>	
<b>Outcomes assessed</b>	2.2, 2.3, 2.6, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	
<b>Component</b>				<b>Weighting</b>
Listening.	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
Reading	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
Speaking	<b>5</b>	<b>5</b>	<b>10</b>	<b>20</b>
Writing	<b>5</b>	<b>5</b>	<b>10</b>	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
<b>1</b>		<b>Task 1</b>	<b>Task 2</b>
<b>2</b>	U1 About Me/Hiragana	<b>Task 1</b>	<b>Task 2</b>
<b>3</b>	U1 About Me/Hiragana	U3 Daily Routines	U5 Home and Neighbourhood
<b>4</b>	U1 About Me	U3 Daily Routines	U5 Home and Neighbourhood
<b>5</b>	U1 About Me	U3 Daily Routines	U5 Home and Neighbourhood
<b>6</b>	U1 About Me	<b>Focus Week Tutorials</b>	U6 Plain Form & Revision
<b>7</b>	U2 Family and Friends	U4 Giving Recounts	U6 Plain Form & Revision
<b>8</b>	U2 Family and Friends	U4 Giving Recounts	U6 Plain Form & Revision
<b>9</b>	U2 Family and Friends	U4 Giving Recounts	<b>Task 3 - End of Course Exam</b>
<b>10</b>	U2 Family and Friends	U4 Giving Recounts	<b>Task 3 - End of Course Exam</b>
<b>11</b>	U2 Family and Friends		



## Legal Studies

	TASK 1	TASK 2	TASK 3	
<b>Name of task</b>	<i>The Legal System</i>	<i>Individual and the Law</i>	<i>End of Course Examination</i>	
<b>Type of task</b>	Glossary & Essay	Research based report	Examination	
<b>Date of task</b>	<b>Term 1 Week 10</b>	<b>Term2 Week 9</b>	<b>Term 3 Weeks 9 - 10</b>	
<b>Outcomes assessed</b>	P1, P2, P3	P4, P7, P8, P9	P5, P6, P9, P10	
<b>Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Analysis and evaluation	<b>5</b>	<b>10</b>	<b>5</b>	<b>20</b>
Inquiry and research	<b>5</b>	<b>15</b>		<b>20</b>
Communication of legal information, issues and ideas in appropriate forms	<b>5</b>	<b>5</b>	<b>10</b>	<b>20</b>
<b>Total %</b>	<b>25</b>	<b>40</b>	<b>35</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
<b>1</b>		The Individual and the Law	Law in Practice
<b>2</b>	The Legal System	The Individual and the Law	Law in Practice
<b>3</b>	The Legal System	The Individual and the Law	Law in Practice
<b>4</b>	The Legal System	The Individual and the Law	Law in Practice
<b>5</b>	The Legal System	Planning Software Solutions	Law in Practice
<b>6</b>	The Legal System	<b>Focus Week</b>	Law in Practice
<b>7</b>	The Legal System	The Individual and the Law	Law in Practice
<b>8</b>	The Legal System	The Individual and the Law	Law in Practice
<b>9</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3 - End of Course Exam</b>
<b>10</b>	The Legal System	The Individual and the Law	<b>Task 3 - End of Course Exam</b>
<b>11</b>	The Legal System		

## Marine Studies

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	
<b>Name of task</b>	<b><i>Employment Interview</i></b>	<b><i>P.I.P.</i></b>	<b><i>Food Practical</i></b>	
<b>Type of task</b>	Video Interview and Report	Field Study Report and Report	Practical and Research Task	
<b>Date of task</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 3</b>	
<b>Outcomes assessed</b>	P1.2, P2.1, P2.2, P4.1, P4.2	P2.1, P2.2, P2.3, P3.3, P3.4	P2.2, P3.4, P4.1	
<b>Component</b>				<b>Weighting</b>
Knowledge and understanding of course content and outcomes	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
Skills in effective research, experimentation and communication	<b>15</b>	<b>20</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Calendar

<b>Week</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>1</b>		Personal Interest Project	Seafood handling and processing
<b>2</b>	The Marine Environment	Personal Interest Project	Seafood handling and processing
<b>3</b>	Life in the Sea	Personal Interest Project	<b>Task 3</b>
<b>4</b>	Life in the Sea	Personal Interest Project	Seafood handling and processing
<b>5</b>	Marine and Maritime Employment	Personal Interest Project	Seafood handling and processing
<b>6</b>	Marine and Maritime Employment	<b>Focus Week</b>	Seafood handling and processing
<b>7</b>	<b>Task 2</b> umans in the Water	Personal Interest Project	Seafood handling and processing
<b>8</b>	Marine Safety and First Aid	Personal Interest Project	Seafood handling and processing
<b>9</b>	Marine Safety and First Aid	Personal Interest Project	<b>End of Course Examinations</b>
<b>10</b>	Humans in the Water	<b>Task 2</b>	<b>End of Course Examinations</b>
<b>11</b>	Humans in the Water		

## Mathematics Advanced

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	
Name of task	<i>Topic Review</i>	<i>Investigation Assignment</i>	<i>End of Course Examination</i>	
Type of task	Written	Assignment	Examination	
Date of task	<b>Term 1 Week 8</b>	<b>Term 2 Week 7</b>	<b>Term 3 Weeks 2-3</b>	
Outcomes assessed	MA11-1	MA11-1, MA11-2, MA11-3, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-7, MA11-9,	
<b>Component</b>				<b>Weighting</b>
Understanding, fluency and Communicating	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
Problem Solving Reasoning & Justification	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Calendar

<b>Week</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>1</b>		Trigonometry	Probability
<b>2</b>	Algebraic Techniques	Trigonometry	Exponential and Logarithmic Functions
<b>3</b>	Algebraic Techniques	Further Functions	Exponential and Logarithmic Functions
<b>4</b>	Algebraic Techniques	Further Functions	Trigonometric Functions
<b>5</b>	Equations and Inequations	Introduction to Calculus	Trigonometric Functions
<b>6</b>	Equations and Inequations	<b>Focus Week</b>	Discrete Probability Distributions
<b>7</b>	Equations and Inequations	<b>Task 2</b>	Discrete Probability Distributions
<b>8</b>	<b>Task 1</b>	Introduction to Calculus	Discrete Probability Distributions
<b>9</b>	Functions	Probability	<b>Task 3 - End of Course Exam</b>
<b>10</b>	Functions	Probability	<b>Task 3 - End of Course Exam</b>
<b>11</b>	Trigonometry		

## Mathematics Extension 1

	TASK 1	TASK 2	TASK 3	
Name of task	Topic Review	<i>Investigation Assignment</i>	<i>End of Course Examination</i>	
Type of task	Written Review	Assignment	Examination	
Date of task	<b>Term 1 Week 10</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 9-10</b>	
Outcomes assessed	ME11-1, ME11-2	ME11-1, ME11-2, ME11-3, ME11-6	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6	
Component				Weighting
Understanding, fluency and Communicating	15	15	20	50
Problem Solving Reasoning & Justification	15	15	20	50
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
1		Polynomials and Inverse Functions	Calculus: Rate of Change
2	Permutations and Combinations	Polynomials and Inverse Functions	Calculus: Motion in a straight line
3	Permutations and Combinations	Polynomials and Inverse Functions	Exponential growth and decay curve
4	Permutations and Combinations	Polynomials and Inverse Functions	Further exponential growth and decay curve
5	Permutations and Combinations	Further Functions	Trigonometric functions Further identities
6	Equations and Inequalities	<b>Focus Week</b>	Inverse trigonometric functions
7	Equations and Inequalities	Further Functions	Properties of inverse trigonometric functions
8	Functions	Further Functions	Revision
9	Polynomials and Inverse Functions	<b>Task 2</b>	<b>Task 3 - End of Course Exam</b>
10	<b>Task 1</b>	Function: Multiple roots of polynomials	<b>Task 3 - End of Course Exam</b>
11	Polynomials and Inverse Functions		

## Mathematics Standard

	TASK 1	TASK 2	TASK 3	
Name of task	<i>Investigation assignment</i>	<i>Topic Review</i>	<i>End of Course Examination</i>	
Type of task	Assignment	Written Review	Examination	
Date of task	<b>Term 1 Week 9</b>	<b>Term 2 Week 6</b>	<b>Term 3 Weeks 9-10</b>	
Outcomes assessed	MS11-1, MS11-3, MS11-5, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8,	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10,	
<b>Component</b>				<b>Weighting</b>
Understanding, Fluency and Communication	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
Problem Solving, Reasoning & justification	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
<b>1</b>		Perimeter, Area and Volume	Interest and Depreciation
<b>2</b>	Earning and Managing Money	Perimeter, Area and Volume	Exploring and Describing Data
<b>3</b>	Earning and Managing Money	Classifying and Representing Data	Exploring and Describing Data
<b>4</b>	Earning and Managing Money	Classifying and Representing Data	Exploring and Describing Data
<b>5</b>	Formulae and Equations	Classifying and Representing Data	Working With Time
<b>6</b>	Formulae and Equations	<b>Task 2 - Focus Week</b>	Working With Time
<b>7</b>	Measurement and Energy	Linear Relationships	Working With Time
<b>8</b>	Measurement and Energy	Linear Relationships	Review
<b>9</b>	<b>Task 1</b>	Linear Relationships	<b>Task 3 - End of Course Exam</b>
<b>10</b>	Relative Frequency and Probability	Interest and Depreciation	<b>Task 3 - End of Course Exam</b>
<b>11</b>	Perimeter, Area and Volume		

## Modern History

	TASK 1	TASK 2	TASK 3	
Name of task	Romanovs	Historical Investigation	<i>End of Course Examination</i>	
Type of task	Source Analysis	Independent Research Project	Examination	
Date of task	Term 1 Week 10	Term 2 Week 6	Term 3 Week 9 - 10	
Outcomes assessed	MH11-1 MH11-4 MH11-6 MH11-7 MH11-9	MH11-2 MH11-3 MH11-5 MH11-6 MH11-8 MH11-9	MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-6 MH11-5 MH11-9 MH11-10	
Component				Weighting
Knowledge and understanding of course content	10		30	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	5	10	5	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
1		Historical Investigation	World War I
2	Investigating Modern History: Construction of Modern Histories	Historical Investigation	World War I
3	Investigating Modern History: Construction of Modern Histories	Historical Investigation	World War I
4	Investigating Modern History: Construction of Modern Histories	Historical Investigation	World War I
5	Case Study: Romanovs	Historical Investigation	World War I
6	Case Study: Romanovs	<b>Task 2 Focus Week</b>	World War I
7	Case Study: Romanovs	Case Study: South Africa	World War I
8	Case Study: Romanovs	Case Study: South Africa	World War I
9	Case Study: Romanovs	Case Study: South Africa	<b>Task 3 - End of Course Exam</b>
10	<b>Task 1</b>	Case Study: South Africa	<b>Task 3 - End of Course Exam</b>
11	Historical Investigation		

## Music 1

	TASK 1	TASK 2	TASK 3	
Name of task	Musicology	Formulating Musical Ideas	Music of Another Time	
Type of task	Viva Voce and student devised Aural Analysis	Performance and Viva Voce	Composition Portfolio and Aural Analysis	
Date of task	Term 1 Week 9	Term 2 Week 7	Term 3 Week 8	
Outcomes assessed	P2, P4, P5, P6, P8	P3, P2, P5, P6, P8	P3, P4, P6, P7, P8	
Component				Weighting
Performance		25		25
Composition			25	25
Musicology	10	15		25
Aural	10		15	25
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
1		Performance	Composition
2	Aural Analysis	Performance	Composition
3	Aural Analysis	Performance	Composition
4	Aural Analysis	Performance	Composition
5	Aural Analysis	Performance	Composition
6	Aural Analysis	<b>Focus Week</b>	Composition
7	Aural Analysis	<b>Task 2</b>	Composition
8	Aural Analysis	Composition	<b>Task 3</b>
9	<b>Task 1</b>	Composition	<b>End of Course Examinations</b>
10	Composition	Composition	<b>End of Course Examinations</b>
11	Composition		

## PD/Health/PE

	TASK 1	TASK 2	TASK 3	
Name of task	<i>Dimensions of Health</i>	<i>The Human Body</i>	<i>End of Course Examination</i>	
Type of task	Case Study	Research task	Examination	
Date of task	<b>Term 1 Week 10</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 9 - 10</b>	
Outcomes assessed	P1, P2, P3, P6, P15	P7, P8, P17	P1, P2, P4, P5, P6, P7, P8, P10, P11, P12, P15, P16	
Component				Weighting
Course content	<b>10</b>	<b>15</b>	<b>15</b>	<b>40</b>
Skills in critical thinking, research, analysis and communication	<b>25</b>	<b>20</b>	<b>15</b>	<b>60</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
<b>1</b>		Core 2: The Body in Motion	Option: First Aid
<b>2</b>	Core 1: Better Health for Individuals	Core 2: The Body in Motion	Option: First Aid
<b>3</b>	Core 1: Better Health for Individuals	Core 2: The Body in Motion	Option: First Aid
<b>4</b>	Core 1: Better Health for Individuals - <i>Issue Task 1</i>	Core 2: The Body in Motion	Option: First Aid
<b>5</b>	Core 1: Better Health for Individuals	Core 2: The Body in Motion	Option: Fitness Choices
<b>6</b>	Core 1: Better Health for Individuals	<b>Focus Week</b>	Option: Fitness Choices
<b>7</b>	Core 1: Better Health for Individuals	Core 2: The Body in Motion	Option: Fitness Choices
<b>8</b>	Core 1: Better Health for Individuals	Core 2: The Body in Motion	Option: Fitness Choices
<b>9</b>	Core 1: Better Health for Individuals	<b>Task 2</b>	<b>Task 3 - End of Course Exam</b>
<b>10</b>	<b>Task 1</b>	Core 2: The Body in Motion	<b>Task 3 - End of Course Exam</b>
<b>11</b>	Core 2: The Body in Motion		



## Photography

	TASK 1	TASK 2	TASK 3	
Name of task	Traditions and Conventions of Analogue Photography	Developing a Point of View	Examination & Portfolio Submission	
Type of task	Submitted images showcasing the Practice of creating images in wet photography: artmaking, design, compositional & darkroom tasks with a related historical research	Submission of practical analogue images which showcase camera & darkroom techniques, also highlighting compositional awareness in wet photography	Curation and submission of the personal portfolio of wet photographic images & related examination review of aspects of course content	
Date of task	Week 10, Term 1	Week 10, Term 2	Week 8, Term 3	
Outcomes assessed	M1, M3, M4, M5, M6, CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5,	M1, M2, M3, M4, M5, CH1, CH2, CH3, CH4, CH5	
Component				Weighting
Artmaking	20	30	20	70
Study of Photography	10		20	30
Total %	30	30	40	100

## Calendar

Week	Term 1	Term 2	Term 3
1		Developing a Point of View	Introduction to Still Life & The Photo Essay
2	Traditions and Conventions of Analogue Photography	Introduction to 35mm film & the SLR camera	Still Life camera techniques & The Photo Essay
3	Design, collage & composition. 19/20 <sup>th</sup> Century artists & photographers	Introduction to 35mm film & the SLR camera. Creative analogue images	Field Trip – Sydney Photo Essay. Still life, Film/Print Processing & the darkroom
4	Design, collage & composition	Creative analogue images	Still life lighting, Film/Print Processing & the darkroom
5	Design, collage & composition	Creative analogue images. Film Processing & the darkroom	Still life, Film/Print Processing & the darkroom
6	The Darkroom. Non camera/film techniques	<b>Focus Week</b>	Print Processing, editing & the darkroom
7	The Darkroom. Non camera/film techniques	The Enlarger, darkroom printing techniques	Print Processing, editing & the darkroom
8	Design, collage & composition, The Darkroom, pinhole camera	Film & Print Processing & the darkroom & editing	<b>Task 3 - Portfolio Review &amp; Course content revision</b>
9	Design, collage & composition, The Darkroom, pinhole camera	Film & Print Processing & the darkroom & editing	<b>End of Course Examinations</b>
10	<b>Task 1</b>	<b>Task 2</b>	<b>End of Course Examinations</b>
11	Developing a Point of View		

## Physics

	TASK 1	TASK 2	TASK 3	
Name of task	Practical Investigation	Module Review	<i>End of Course Examination</i>	
Type of task	Depth Study/ Practical	Module Review	Examination	
Date of task	Term 1, Week 10	Term 2, Week 6	Term 3, Weeks 9 - 10	
Outcomes assessed	PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8	PH11/12-1 PH11/12-7 PH11-8 PH11-9 PH11-10	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
Component				Weighting
Skills in Working Scientifically	20	20	20	60
Knowledge and Understanding	10	10	20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
1		Module 2	Module 3
2	Module 1	Module 2	Module 3
3	Module 1	Module 2	Module 4
4	Module 1	Module 2	Module 4
5	Module 1	Module 2	Module 4
6	Module 1	<b>Task 2 - Focus Week</b>	Module 4
7	Module 1	Module 3	Module 4
8	Module 1	Module 3	Module 4
9	Module 1	Module 3	<b>Task 3 - End of Course Exam</b>
10	<b>Task 1</b>	Module 3	<b>Task 3 - End of Course Exam</b>
11	Module 2		

## Society and Culture

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	
Name of task	<b><i>Cross-cultural Comparison: Social and Cultural World</i></b>	<b><i>Personal and Social Identity: Mini PIP</i></b>	<b><i>End of Course Examination</i></b>	
Type of task	Recorded multimedia presentation	Report	Examination	
Date of task	<b>Term 1 Week 8</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 9-10</b>	
Outcomes assessed	P1, P3, P4, P7, P9, P10	P1, P2, P3, P4, P5, P6	P1, P2, P3, P4, P5, P6, P9, P10	
<b>Component</b>				<b>Weighting</b>
Knowledge & understanding of course content	<b>10</b>	<b>10</b>	<b>30</b>	<b>50</b>
Application and evaluation of social and cultural research methods	<b>5</b>	<b>20</b>	<b>5</b>	<b>30</b>
Communication of information, ideas and issues in appropriate forms	<b>5</b>	<b>10</b>	<b>5</b>	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Calendar

<b>Week</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>1</b>		Personal and Social Identity	Intercultural Communication
<b>2</b>	Social and cultural world	Personal and Social Identity	Intercultural Communication
<b>3</b>	Social and cultural world	Personal and Social Identity	Intercultural Communication
<b>4</b>	Social and cultural world	Personal and Social Identity	Intercultural Communication
<b>5</b>	Social and cultural world	<b>Focus Week</b>	Intercultural Communication
<b>6</b>	Social and cultural world	Personal and Social Identity	Intercultural Communication
<b>7</b>	Social and cultural world	Personal and Social Identity	Intercultural Communication
<b>8</b>	<b>TASK 1</b>	Personal and Social Identity	Intercultural Communication
<b>9</b>	Personal and Social Identity	<b>TASK 2</b>	<b>Task 3 - End of Course Exam</b>
<b>10</b>	Personal and Social Identity	Personal and Social Identity	<b>Task 3 - End of Course Exam</b>
<b>11</b>	Personal and Social Identity		

## Software Design and Development

	TASK 1	TASK 2	TASK 3	
Name of task	<i>Theory/ Practical Test</i>	<i>Major Project</i>	<i>End of Course Examination</i>	
Type of task	Theory/ Practical	Practical	Examination	
Date of task	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 9-10</b>	
Outcomes assessed	P4.1, P4.2, P4.3, P6.1	P4.1, P4.3, P5.1, P5.2, P6.2, P6.3	P1.1, P1.2, P1.3, P2.1, P3.1, P4.1	<b>Weighting</b>
<b>Component</b>				
Knowledge & understanding about development & impact of software solutions & the software development cycle	<b>2</b>		<b>15</b>	<b>17</b>
Design & development of software solutions	<b>3</b>	<b>15</b>	<b>15</b>	<b>33</b>
Project management techniques, including documentation, teamwork and communication		<b>10</b>	<b>10</b>	<b>20</b>
Project(s)	<b>20</b>	<b>10</b>		<b>30</b>
<b>Total %</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
<b>1</b>		Planning Software Solutions	Modifying Software Solutions
<b>2</b>	Social and Ethical Issues	Planning Software Solutions	Modifying Software Solutions
<b>3</b>	Social and Ethical Issues	Planning Software Solutions	Presentation of Major Projects
<b>4</b>	Hardware and Software/ Structural Algorithms	Mini Project	Developing Software Solutions
<b>5</b>	Hardware and Software/ Structural Algorithms	<b>Focus Week</b>	Developing Software Solutions
<b>6</b>	Software Development/ Structural Algorithms	Building Software Solutions	Developing Software Solutions
<b>7</b>	Software Development Approaches	Building Software Solutions	Revision
<b>8</b>	Software Development Approaches	Developing a Software package	Revision
<b>9</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>Task 3 - End of Course Exam</b>
<b>10</b>	Defining the Problem	Checking the Software	<b>Task 3 - End of Course Exam</b>
<b>11</b>	Defining the Problem		

## Sport, Lifestyle and Recreation

	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>	
<b>Name of task</b>	<b><i>Healthy Lifestyle</i></b>	<b><i>Coaching</i></b>	<b><i>Investigating Fitness</i></b>	
<b>Type of task</b>	Topic test and practical assessment.	Training session design and implementation.	Research: Brochure and Pamphlet.	
<b>Date of task</b>	<b>Term 1 Week 9</b>	<b>Term 2 Week 9</b>	<b>Term 3 Week 6</b>	
<b>Outcomes assessed</b>	1.5, 2.3, 3.1, 3.5, 4.4, 5.2, 5.3, 5.5	1.3, 3.2, 4.2	2.2, 3.3, 4.1	
<b>Component</b>				<b>Weighting</b>
Knowledge and understanding outcomes and course content	<b>20</b>	<b>10</b>	<b>20</b>	<b>50</b>
Skills outcomes and content	<b>20</b>	<b>10</b>	<b>20</b>	<b>50</b>
<b>Total %</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>

## Calendar

<b>Week</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>
<b>1</b>		Sports Coaching	Fitness
<b>2</b>	Healthy Lifestyle	Sports Coaching	Fitness
<b>3</b>	Healthy Lifestyle	Sports Coaching	Fitness
<b>4</b>	Healthy Lifestyle	Sports Coaching	Fitness
<b>5</b>	Healthy Lifestyle	Sports Coaching	Fitness
<b>6</b>	Healthy Lifestyle	<b>Focus Week</b>	<b>Task 3</b>
<b>7</b>	Healthy Lifestyle	Sports Coaching	Fitness
<b>8</b>	Healthy Lifestyle	Sports Coaching	Fitness
<b>9</b>	<b>Task 1 (topic test &amp; practical assessment)</b>	<b>Task 2 (training session design &amp; implementation)</b>	<b>End of Course Examinations</b>
<b>10</b>	Healthy Lifestyle	<b>Task 2 (training session design &amp; implementation)</b>	<b>End of Course Examinations</b>
<b>11</b>	Healthy Lifestyle		

## Studies of Religion II

	TASK 1	TASK 2	TASK 3	
<b>Name of task</b>	<b>Topic Test</b>  <b>Nature of religion and beliefs</b>	<b>Research and Essay:</b>  <b>Religious traditional Depth study</b>	<b>End of Course Examination</b>	
<b>Type of task</b>	Written test	Essay	Examination	
<b>Date of task</b>	<b>Term 1 Week 7</b>	<b>Term 2 Week 9</b>	<b>Term 3 Weeks 9 - 10</b>	
<b>Outcomes assessed</b>	P1, P2, P3, P4	P5, P6, P7, P8, P9	P1, P4, P5, P9, P9	
<b>Component</b>				<b>Weighting</b>
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Source-based skills	<b>5</b>	<b>5</b>	<b>10</b>	<b>20</b>
Investigation and research		<b>20</b>		<b>20</b>
Communication of information, ideas and issues in appropriate forms	<b>5</b>	<b>5</b>	<b>10</b>	<b>20</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
<b>1</b>		Religious Tradition – Study 2	Religious Tradition – Study 3
<b>2</b>	Nature of Religion and Beliefs	Religious Tradition – Study 2	Religion of Ancient Origin
<b>3</b>	Nature of Religion and Beliefs	Religious Tradition – Study 2	Religion of Ancient Origin
<b>4</b>	Nature of Religion and Beliefs	Religious Tradition – Study 2	Religion of Ancient Origin
<b>5</b>	Religious Tradition – Study 1	Religious Tradition – Study 2	Religion in Australia Pre-1945
<b>6</b>	Religious Tradition – Study 1	<b>Focus Week</b>	Religion in Australia Pre-1945
<b>7</b>	<b>Task 1</b>	Religious Tradition – Study 3	Religion in Australia Pre-1945
<b>8</b>	Religious Tradition – Study 1	Religious Tradition – Study 3	Religion in Australia Pre-1945
<b>9</b>	Religious Tradition – Study 1	<b>Task 2</b>	<b>Task 3 - End of Course Exam</b>
<b>10</b>	Religious Tradition – Study 1	Religious Tradition – Study 3	<b>Task 3 - End of Course Exam</b>
<b>11</b>	Religious Tradition – Study 2		

## Visual Arts

	TASK 1	TASK 2	TASK 3	
Name of task	Exploring Representation	<i>Investigating Contemporary Art making Practice</i>	<i>Developing Practice &amp; Submitted Artwork</i>	
Type of task	Submission of curated artworks that explore representations of the body. VAPD includes a related annotated representation of a selected body part over time.	<i>Visual investigation of The Object in Modern &amp; Contemporary Art. VAPD to show an account of how forms and subject matter have been used to represent a significant transformation of ideas.</i>	<i>Based on the art gallery experience &amp; referencing the Conceptual Framework, complete a portrait with an extended written response explaining the relationships generated within the Conceptual Framework.</i>	
Date of task	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	
Outcomes assessed	P1, P2, P4, P5, P6	P1, P3, P4, P5, P7, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8,	
Component				Weighting
Art making	20	10	20	50
Critical & Historical Study		30	20	50
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
1		The Object in Art	The Portrait – developing art practice
2	Exploring Representation; The figurative image	Introduction to Modernity to Post Modernism	The Archibald Prize & Portraiture conventions
3	Representation of the human form; history & practice	The Object in Art, Contemporary practice	The Portrait; historical & contemporary practice
4	Figurative Themes & Study	The Object in Art, contemporary practice	The Archibald Prize excursion TBC
5	Figurative Themes & Study	The Object in Art, The Frames	The Portrait, Conceptual Framework
6	Art Express excursion	<b>Focus Week</b>	The Portrait, Conceptual Framework
7	Figurative Themes & Study	The Object in Art, The Frames	The Portrait
8	Figurative Themes & Study	The Object in Art	<b>Task 3</b> submission
9	Figurative Themes & Study	<b>Task 2</b> submission	<b>End of Course Examinations</b>
10	<b>Task 1</b> submission	Evaluation & feedback	<b>End of Course Examinations</b>
11	Evaluation & feedback		

## Visual Design

	TASK 1	TASK 2	TASK 3	
Name of task	Introduction to design	Publications & Posters	Fanzines & Folio	
Type of task	Tutorials & submission of completed Photoshop images	Submission of studio design images & related study response showcasing an awareness of software capabilities	Curation of the Personal Research project & portfolio review	
Date of task	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	
Outcomes assessed	DM1, DM2, DM3, DM4, CH1, CH2	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	DM1, DM2, DM3, DM4, DM5, DM6, CH1, CH2, CH3, CH4	
Component				Weighting
Knowledge, skills & understanding through the making of works in design that lead to & demonstrate conceptual & technical accomplishment.	20	20	30	70
Knowledge, skills & understanding that lead to increasingly accomplished critical & historical investigations of design.		20	10	30
Total %	20	40	40	100

## Calendar

Week	Term 1	Term 2	Term 3
1		Publications & Posters	Packaging & Publications
2	Introduction to Design	Lettering & typography	Alternative Packaging Study
3	Intro to Photoshop & Lesson 1	Type as a Design element	Packaging Prototypes & Research
4	Photoshop Lesson 2 & Design Study 1	Hardcopy Zine	Project development
5	Photoshop Lesson 3	Photoshop Zine & Design Study 2	Photoshop Zine & Design Study 3
6	Photoshop Lesson 4	<b>Focus Week</b>	Project development & refinement
7	Photoshop Lessons 5 & 6	InDesign Publications	InDesign Publications
8	Photoshop Lesson 7	InDesign Publications	<b>Task 3:</b> Packaging & Publications submission
9	Photoshop completion	<b>Task 2:</b> Publications & Posters submission	<b>End of Course Examinations</b>
10	<b>Task 1:</b> Tutorial design/folio Works submission	Evaluation, feedback & review	<b>End of Course Examinations</b>
11	Evaluation, feedback & review		



## Work Studies

	TASK 1	TASK 2	TASK 3	
<b>Name of task</b>	<i>In Class Career Interviews/research</i>	<i>In Class Workplace Issues Report</i>	<i>IN Class Teamwork activity</i>	
<b>Type of task</b>	Interview /Research	Research/ Written	Written	
<b>Date of task</b>	<b>Term 1 Week 8</b>	<b>Term 2 Week 10</b>	<b>Term 3 Week 8</b>	
<b>Outcomes assessed</b>	P1, P2, P3, P4, P9	P3, P7, P8,	P4, P5, P6, P7	
<b>Component</b>				<b>Weighting</b>
Knowledge and understanding	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
Skills	<b>20</b>	<b>20</b>	<b>30</b>	<b>70</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Calendar

Week	Term 1	Term 2	Term 3
<b>1</b>		In the Workplace	Teamwork & Team Enterprise Project
<b>2</b>	Core : My Working Life	In the Workplace	Teamwork & Team Enterprise Project
<b>3</b>	Core : My Working Life	In the Workplace	Teamwork & Team Enterprise Project
<b>4</b>	Core : My Working Life	Workplace Issues	Teamwork & Team Enterprise Project
<b>5</b>	Core : My Working Life	<b>Focus Week</b>	Teamwork & Team Enterprise Project
<b>6</b>	Core : My Working Life	Workplace Issues	Teamwork & Team Enterprise Project
<b>7</b>	Core : My Working Life	Workplace Issues	Teamwork & Team Enterprise Project
<b>8</b>	<b>Task 1</b>	Workplace Issues	<b>Task 3</b>
<b>9</b>	Core : My Working Life	Workplace Issues	<b>End of Course Examinations</b>
<b>10</b>	In the Workplace	<b>Task 2</b>	<b>End of Course Examinations</b>
<b>11</b>	In the Workplace		

