



# STUDENT INFORMATION GUIDE

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PRELIMINARY ASSESSMENTS

YEAR 11

2018

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# PRELIMINARY COURSE REQUIREMENTS

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## Introduction

To be eligible for the award of the Higher School Certificate, you must have satisfactorily completed a minimum of twelve units of Preliminary courses, including two units of English and a minimum of ten units of HSC courses. Although the requirements for the HSC are completed by the majority of students in two years, both Preliminary and HSC units may be accumulated over several years.

The Higher School Certificate Record of Achievement is issued to students who have satisfactorily completed any Preliminary and HSC Courses. This Record will include all Preliminary courses satisfactorily completed.

*Please note:*

1. Students cannot study a course in the HSC year without having studied the course in Year 11.
2. It is a NSW Education Standards Authority (NESA) requirement that changes of subject cannot occur after 30 June in the Preliminary year.

## All My Own Work program

All students are required to have satisfactorily completed *HSC: All My Own Work* before any Preliminary or HSC course entries can be submitted.

## Satisfactory completion

Satisfactory completion of a course involves participation in experiences that are integral requirements of the syllabus, e.g. assignments, practical work, participation in class and completion of assessment tasks.

The Principal can only certify that a student has satisfied the requirements for any course if there is evidence that they have applied themselves with diligence and sustained effort to the tasks and experiences provided in the course by the School.

Satisfactory completion of the Preliminary course is a prerequisite for entry into the HSC course for each subject.

# PRELIMINARY COURSE REQUIREMENTS (CONT.)

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## **Warnings and 'N' determinations**

If a student is in danger of failing to meet 'the satisfactory completion' requirements, they will be given a warning letter in the hope that they will remedy the situation. Failure to improve performance after a second warning in any course will almost certainly result in an 'N' determination (non-completion of course requirement) for that course. This indicates to the NSW Education Standards Authority that the student has not met the requirements for that course and consequently, that course would not appear on their Preliminary Certificate Record of Achievement.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments will not be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination and advise the NSW Education Standards Authority.

# GENERAL COURSE INFORMATION

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## **The Higher School Certificate Record of Achievement**

For each Board-determined HSC course, the Higher School Certificate Record of Achievement will contain four pieces of information: an examination mark, an assessment mark, an HSC mark and a performance band.

The HSC mark will be calculated by averaging the examination mark and the assessment mark for each subject. This HSC mark is the one used to determine a student's performance band and is also the basis of calculation of the ATAR for Tertiary entrance.

The HSC assessment mark that is accumulated within the school has equal weighting with the external examination mark in determining a student's level of achievement in each NSW Education Standards Authority determined course.

## **Preliminary course assessment – NSW Education Standards Authority determined courses**

Whereas the assessments submitted to the NSW Education Standards Authority developed courses will relate only to the HSC component of courses, the Preliminary course assessment tasks set within the School are designed to provide experience in completing such tasks in order to provide each student with a realistic appreciation of their level of achievement and the demands of each course. The assessments will also provide meaningful feedback that will allow identification of areas of strength and weakness.

In setting our Preliminary course assessment tasks at Covenant, we have followed the weightings suggested by the NSW Education Standards Authority for each Board-determined Preliminary course. These weightings are similar to the mandatory weightings set by the NSW Education Standards Authority for each HSC Course.

### *A note of caution:*

For examination purposes, the Preliminary course content is regarded as assumed knowledge which has been covered by all candidates for the HSC examination in each course.

# GENERAL COURSE INFORMATION (CONT.)

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All tasks set within the School in each subject are important for development of the knowledge and skills required for success. The tasks outlined in the Preliminary Assessment Schedule that follows are designed specifically to prepare you for the demands of HSC assessment tasks, but should not be seen as more important than other tasks set within a subject.

## **Assessment in vocational framework courses**

Students studying vocational framework courses, either at school or with an outside provider, e.g. TAFE, should be aware that assessment for these courses is competency based and progressive throughout the two years of the course, and that the final examination will be related to the whole of the two years' work.

# ASSESSMENT PROCEDURES

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## Internal assessment

The assessment marks submitted by a School for each course are intended to indicate students' achievements relative to each other at the end of the Preliminary course. The assessment marks will be based on achievements measured at points throughout the course. This measure of students' relative achievements is based upon:

- A wider range of syllabus outcomes than may be measured by the external examination, although it must cover all the outcomes measured by the examination;
- Multiple measures and observations made throughout the Preliminary course rather than a single, final examination.
- Catering for knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

## Practical subjects

The following subjects have a major work component: Dance, Design & Technology, Drama, English Extension 2, History Extension, Industrial Technology, Industrial Technology Multimedia, Music, Society and Culture, Textiles & Design and Visual Arts. No Major Work developed for one subject may be submitted for assessment in any other HSC course. For example, wearable art produced for Visual Arts may not be submitted for Design & Technology.

From our experience with previous Year 12 classes, we strongly advise students avoid selecting more than two practical subjects. Practical subjects are very demanding and require students to manage their time well. Frequently, one of the major projects suffers because of the focus on the other. Producing a major practical work can be very stressful and time consuming, and will require students to work ahead in their own time.

Undertaking three practical subjects is even more demanding and approval will not normally be given for this. The Principal may approve three practical subjects in exceptional circumstances and where the student has previously demonstrated the organisational ability and willingness to undertake such a heavy workload.



# ASSESSMENT PROCEDURES (CONT.)

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Students who choose a subject that requires completion of a practical project must understand and adhere to the following guidelines:

- The projects must remain small enough so that they are manageable for a student to complete on their own.
- The majority of the work must be completed in class time unless otherwise organised with the teacher in charge.
- Students may not seek permission to work on their projects while another class is in progress.

Students must use their allocated class time to seek advice from their teachers. They are not to expect access to their teachers during a teacher's preparation time. In special situations, teachers of practical subjects will negotiate with the class for their availability outside of class.

## **Students' responsibility for submission/completion of Assessment tasks**

In order to have studied a Board course satisfactorily, the NSW Education Standards Authority expects each candidate to have completed all Assessment Tasks. The responsibility lies at all times with the student to:

- Be present on the date on which an 'in-school task' has been set/or to submit Assessment tasks completed outside the school on the due date by *8.45am*.
- Check that nothing has been omitted or substituted in their submitted work. Failure to do so will not be grounds for a successful misadventure appeal.

As a general rule, no extensions of time will be given except where illness and misadventure provisions apply and are supported by documentary evidence. In these and other exceptional circumstances an application for an extension may be made in advance of the due date.

Assessment tasks should be submitted in one of the following ways:

1. Hard copy (on paper) to the School Office by *8.45am*.
2. Electronically via email, the school learning management system, or other means as directed by the class teacher.
3. Practical tasks – as directed by the teacher.

## ASSESSMENT PROCEDURES (CONT.)

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Students should be aware that it is their responsibility to ensure that tasks submitted via electronic means have been received by the due date and time. Students are warned that there are risks associated with electronic submission of work and it is therefore recommended that the work which is submitted electronically be submitted at least two days prior to the due date. The School is not responsible for any technical problems that the student experiences.

In the case of illness/misadventure, students should submit their work electronically as proof that they have completed a task. They may still be required to submit a hard copy as soon as possible thereafter, which must not be different to the electronic version submitted earlier.

# ILLNESS AND MISADVENTURE PROVISIONS

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Where a candidate fails to submit an assessment task specified in the Assessment Program, or is absent on the day of an 'in-school' task, and the teacher has *prior knowledge* of a valid reason, e.g. illness or approved leave, then a mark may be awarded based on a substitute or postponed task. In *exceptional circumstances*, e.g. where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate, the Principal may authorise the use of an estimate based on other appropriate evidence.

All illness or misadventure claims *must* be supported by a medical certificate. Students must always contact the school *on the day* if they are unable to attend or submit an assessment task through illness or misadventure and they will then be advised of the action they should take. The medical certificate should be given to the NSW Education Standards Authority Coordinator on the first day back at school.

Students are advised that the NSW Education Standards Authority requires that in our assessment program *we assess the student's actual performance not potential performance. This means that the final overall assessment mark must not be modified to take into account possible effects of illness or domestic situations*. If, however, you consider that for unforeseen circumstances you were adversely affected during performance of an assessment task you may apply for a substitute task, a postponed task or an estimate.

In any case of illness or misadventure relating to an assessment task the affected student will need to make formal application to the Principal, via the Deputy Principal Curriculum (7-12), for approval to do a postponed or substitute task *before the marks for the task are returned*. The form for doing this can be obtained from the Year Coordinator.

## Approved leave

In exceptional circumstances, when a student knows he/she will not be at school for part of the assessment period, he/she should apply to the Principal before the period of absence for his approval of the leave.

If this is granted, alternative arrangements will be made for that student to complete any missed assessment tasks without penalty.

# ILLNESS AND MISADVENTURE PROVISIONS (CONT.)

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## **Penalties for failure to complete Assessment tasks, late submission and invalid absence**

Invalid reasons for absence on the day of an 'in-school' task will result in a mark of zero. Tasks completed out of school must be signed in at the office by *8.45am* on the specified date. If a task is submitted after that time on the due date it will be subject to a penalty of 25% of the mark awarded for each 24-hour period, or part thereof, after the due time and date. Thereafter, it will receive a mark of zero.

In the exceptional case of a task completed but accidentally left at home on the due day, the Principal may give permission for arrangements to be made for its delivery to school. Under these circumstances, the Principal may waive the penalty for lateness if it is obvious that by late submission the student has not gained any advantage.

In all cases where a mark penalty has been applied the student has the right to appeal to the Principal if they believe that there are extenuating circumstances and can demonstrate that they have not gained an advantage over other students.

All assessment tasks MUST be the sole work of the student. Where necessary, a parental statement to vouch for the fact that it is the student's own work may be required. Breach of this understanding or any misconduct during any assessment task, including examinations, may lead to a zero mark for the task concerned.

*Where a candidate has been given zero marks because of failure to complete assessment tasks totalling 50% or more of the final course assessment marks, the Principal must certify that the course has not been studied satisfactorily.*

Candidates attempting ten or more units who do not study a course satisfactorily will have neither assessment nor examination marks reported for those courses on which assessment requirements have not been met. This may mean that the student will not then be eligible for the award of the Higher School Certificate, depending on the number of units which have been studied satisfactorily.

# MALPRACTICE AND PLAGIARISM

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Malpractice is any activity undertaken by a student that allows you to gain an unfair advantage over others. It includes, but is not limited to:

- plagiarism
- 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 acknowledgment
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice

Students must also not share their work with other students for copying and submission. In cases where students knowingly shared assessment work with other students, they will also be penalised under the malpractice procedures.

If the malpractice is proven, a zero mark will be considered for that task. In some circumstances, the school may decide to administer a substitute task. The penalty will be appropriate to the seriousness of the offence.

Students must sign the assessment cover sheet acknowledging that their assessment task is entirely their own work.

# SUBJECT DEPARTMENT POLICY STATEMENTS

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The following pages contain a summary of each department's assessment Policy which includes:

- The mandatory components and weightings of the assessment for each subject as specified by the NSW Education Standards Authority.
- An indication of the range of assessment tasks to be used at Covenant for each subject and the approximate timing by term for each task across the four terms of the assessment program, as well as the weight of each task as a proportion of the final assessment.

All departments reserve the right to vary this program as necessary. Students will be given adequate written notice of any such alterations.

As a general rule:

- Dates for assessment tasks to be completed in any term will be given to students at the beginning of that term in the form of the assessment task sheet.
- Any necessary details of the nature of the task will be given in writing at least two weeks prior to the date an assessment task is to be submitted or performed at school.
- Students will be given meaningful feedback, their mark and rank on an individual task at the time of its return. The marks awarded to individual assessment tasks can only be queried at the time the tasks are returned.
- Progressive rankings within individual subjects will only be reported to students after each of the two formal examination periods.

# ANCIENT HISTORY

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Assessment of student performance in this subject will involve a range of activities including the use of sources, written examinations, research assignments and oral presentations.

## YEAR 11 ASSESSMENT GRID - ANCIENT HISTORY

Component	Task 1	Task 2	Task 3	Weighting
	Sources Portfolio	Historical Investigation	Yearly Examination	
	<i>Term 2</i>	<i>Term 3</i>	<i>Term 3</i>	
Knowledge and understanding of course content			40	40
Source-based skills	20			20
Historical inquiry and research		20		20
Communication of historical understanding in appropriate forms	10	10		20
<b>Mark</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# BIOLOGY

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Assessment of student performance in this subject will involve a range of activities including hands-on practical tasks, written examinations, research assignments and oral presentations.

## YEAR 11 ASSESSMENT GRID - BIOLOGY

Component	Task 1	Task 2	Task 3	Weighting
	Practical Test	Depth Study	Yearly Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Skills in working scientifically	20	30	10	60
Knowledge and understanding of course content	5	5	30	40
<b>Mark</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>



# BUSINESS STUDIES

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Assessment of student performance in Business Studies will involve five assessment tasks covering all course outcomes over a range of topics and complies with the mandatory assessment components and their relative weightings, as indicated below, that are specified by the NSW Education Standards Authority. The variety of tasks gives students the opportunity to demonstrate their acquisition of the course outcomes in different ways.

## YEAR 11 ASSESSMENT GRID - BUSINESS STUDIES

Component	Task 1	Task 2	Task 3	Weighting
	Nature of Business Task	Business Plan	Yearly Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding of course content	10	10	20	40
Stimulus-based skills		10	10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
<b>Mark</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

# CHEMISTRY

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Assessment of student performance in this subject will involve a range of activities including hands-on practical tasks and examinations.

## YEAR 11 ASSESSMENT GRID - CHEMISTRY

Component	Task 1	Task 2	Task 3	Weighting
	Practical Test	Depth Study	Yearly Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Skills in working scientifically	15	35	10	60
Knowledge and understanding of course content	5	5	30	40
<b>Mark</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

# COMMUNITY & FAMILY STUDIES

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Assessment of student performance in this subject will involve a range of activities across three broad topics: resource management, individuals and groups, and families and communities. Assessment tasks will take the form of a mini research task, critical review, research essay and a final examination.

## YEAR 11 ASSESSMENT GRID - COMMUNITY & FAMILY STUDIES

Component	Task 1	Task 2	Task 3	Weighting
	Media Analysis & Research Management	Case Study: Conflict within Groups	End Preliminary Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding of course content	15	15	10	40
Critical thinking, research methodology, analyzing and communicating	20	20	20	60
<b>Mark</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

# DANCE

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In the Preliminary HSC Dance course, the assessment tasks are spread across the various components of the course including dance performance, dance composition, and dance appreciation. An additional study is also assessed which comprises 20% of the total mark.

## YEAR 11 ASSESSMENT GRID - DANCE

Component	Task 1	Task 2	Task 3	Weighting
	Dance Performance	Composition	Yearly Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Core performance	10	30		40
Core composition			30	30
Core appreciation	30			30
<b>Mark</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

# DESIGN & TECHNOLOGY

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Assessment of student performance in this subject will involve a range of activities including hands-on practical tasks, written examinations, research assignments and oral presentations.

## YEAR 11 ASSESSMENT GRID - DESIGN & TECHNOLOGY

Component	Task 1	Task 2	Task 4	Weighting
	Design Project 1	Research Task	Yearly Examination	
	<i>Term 1 &amp; 2</i>	<i>Term 1</i>	<i>Term 3</i>	
Design project	70			70
Research skills		10		10
Test type skills			20	20
<b>Mark</b>	<b>20</b>	<b>10</b>	<b>20</b>	<b>100</b>

# DRAMA

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Assessment of student performance in this subject will involve knowledge and understanding about skills in making drama through participation in various theatrical forms, performing using the elements of drama in both scripted and unscripted forms and critically studying the place and function of drama in our society.

## YEAR 11 ASSESSMENT GRID - DRAMA

Component	Task 1	Task 2	Task 3	Weighting
	Performance: Improvisation, Playbuilding & Acting	Elements of Production in Performance	Presentation of Individual Performance: Monologue	
	<i>Term 2</i>	<i>Term 3</i>	<i>Term 3</i>	
Making	10	20	10	40
Performing	10	20		30
Critically studying	10	10	10	30
<b>Mark</b>	<b>30</b>	<b>50</b>	<b>20</b>	<b>100</b>

# CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE

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Assessment of student performance in this subject will involve developing understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact. They will spend 50% of their time interacting with preschool students. This subject will also include a one week practical placement at a Children's Service. Early Childhood Education is a competency based course in which students will work towards obtaining their Certificate III in Early Childhood Education. Students will be given a range of tasks to perform to show that they know and can demonstrate learnt knowledge and skills.

Throughout the year students will show competence in the selected units in several ways including, but not limited to, quizzes, observation, written and practical work. They must be deemed competent to successfully complete a unit. Students will also be required to complete the Provide Emergency First Aid Response in an Education and Care Setting unit as part of this course

<b>Competencies (A Year)</b>
Participate in Workplace Health & Safety
Ensure the Health & Safety of Children
Promote and Provide Healthy Food & Drinks
Extending Learning & Development of Children <ul style="list-style-type: none"><li>i) Use Information about Children to Inform Practice</li><li>ii) Use an Approved Framework to Guide Practice</li></ul>
Being Professional – Developing Cultural Competence

# CERTIFICATE III IN EARLY CHILDHOOD EDUCATION AND CARE (CONT.)

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<b>Competencies (B Year)</b>
Support the Holistic Development of Children in Early Childhood
Develop Positive and Respectful Relationships with Children
Product Learning Experience to Support Children's Play and Learning
Extending Learning & Development of Children <ul style="list-style-type: none"><li>i) Use Information about Children to Inform Practice</li><li>ii) Use an Approved Framework to Guide Practice</li></ul>
Being Professional – Developing Cultural Competence



# ECONOMICS

Assessment of student performance in Economics will involve four assessment tasks covering all course outcomes over a range of topics and complies with the mandatory assessment components and their relative weightings, as indicated below, that are specified by the NSW Education Standards Authority. The variety of tasks gives students the opportunity to demonstrate their acquisition of the course outcomes in different ways.

## YEAR 11 ASSESSMENT GRID - ECONOMICS

Component	Task 1	Task 2	Task 3	Weighting
	Research: Comparing Economics	Research: Stimulus Response Task	Yearly Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills		10	10	20
Inquiry and research	20			20
Communication of economic information, ideas & issues in appropriate forms	5	5	10	20
<b>Mark</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# ENGLISH STANDARD

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Assessment of student performance in this subject will involve a variety of assessment modes. Students will have the opportunity to show what they have learnt in a range of written and spoken assessments and exams. No assessment task is worth more than 40% of the total assessment marks for the Preliminary course.

## YEAR 11 ASSESSMENT GRID - ENGLISH STANDARD

Component	Task 1	Task 2	Task 3	Weighting
	Written Task	Multimodal Presentation	Yearly Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Reading to write	30		5	35
Module A		30	5	35
Module B			30	30
<b>Mark</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# ENGLISH ADVANCED

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Assessment of student performance in this subject will involve a variety of assessment modes. Students will have the opportunity to show what they have learnt in a range of written and spoken assessments and exams. No assessment task is worth more than 40% of the total assessment marks for the Preliminary course.

## YEAR 11 ASSESSMENT GRID - ENGLISH ADVANCED

Component	Task 1	Task 2	Task 3	Weighting
	Multimodal Presentation	Written Task	Yearly Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Reading to write	30		5	35
Module B		30	5	35
Module A			30	30
<b>Mark</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# ENGLISH EXTENSION 1

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Assessment of student performance in this subject will involve a variety of assessment modes. Students will have the opportunity to show what they have learnt in a range of written and spoken assessments and exams. No assessment task is worth more than 40% of the total assessment marks for the Preliminary course.

## YEAR 11 ASSESSMENT GRID - ENGLISH EXTENSION 1

Component	Task 1	Task 2	Task 3	Weighting
	Written Task	Multimodal Presentation	Yearly Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding	15	15	20	50
Skills	15	15	20	50
<b>Mark</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# FRENCH BEGINNERS

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Assessment of student performance in French will involve three assessment tasks and one formal examination covering Listening, Reading, Speaking and Writing. No assessment task is worth less than 20% or more than 40% of the total assessment marks for the Preliminary course.

## YEAR 11 ASSESSMENT GRID - FRENCH BEGINNERS

Component	Task 1	Task 2	Task 3	Weighting
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Listening	15	5	10	30
Reading		20	10	30
Speaking	10		10	20
Writing		10	10	20
Mark	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

# FRENCH CONTINUERS

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Assessment of student performance in French will involve three assessment tasks and one formal examination covering Listening, Reading, Speaking and Writing. No assessment task is worth less than 20% or more than 40% of the total assessment marks for the Preliminary course.

## YEAR 11 ASSESSMENT GRID - FRENCH CONTINUERS

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Listening	15	5	10	30
Reading		20	10	30
Speaking	10		10	20
Writing		10	10	20
<b>Mark</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

# GEOGRAPHY

Assessment of student performance in Geography will involve four assessment tasks covering all course outcomes over a range of topics and complies with the mandatory assessment components and their relative weightings, as indicated below, that are specified by the NSW Education Standards Authority. The variety of tasks gives students the opportunity to demonstrate their acquisition of the course outcomes in different ways.

## YEAR 11 ASSESSMENT GRID - GEOGRAPHY

Component	Task 1	Task 2	Task 3	Weighting
	Field Study Based Research	Senior Geography Project	Yearly Examination	
	<i>Term 2</i>	<i>Term 3</i>	<i>Term 3</i>	
Knowledge and understanding of course content	10	10	20	40
Geographical tools and skills	5	5	10	20
Geographical inquiry and research, including fieldwork	10	10		20
Communication of geographic information, ideas and issues in appropriate forms	5	10	5	20
<b>Mark</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

# GERMAN BEGINNERS

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Assessment of student performance in German will involve three assessment tasks and one formal examination covering Listening, Reading, Speaking and Writing. No assessment task is worth less than 20% or more than 40% of the total assessment marks for the Preliminary course.

## YEAR 11 ASSESSMENT GRID - GERMAN BEGINNERS

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Listening	15	5	10	30
Reading		20	10	30
Speaking	10		10	20
Writing		10	10	20
<b>Mark</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>



# GERMAN CONTINUERS

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Assessment of student performance in German will involve three assessment tasks and one formal examination covering Listening, Reading, Speaking and Writing. No assessment task is worth less than 20% or more than 40% of the total assessment marks for the Preliminary course.

## YEAR 11 ASSESSMENT GRID – GERMAN CONTINUERS

<b>Component</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Listening	15	5	10	30
Reading		20	10	30
Speaking	10		10	20
Writing		10	10	20
<b>Mark</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

# HOSPITALITY

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The Hospitality curriculum framework is designed to enable students to acquire a range of technical, practical, personal and organisational skills valued both within and beyond the workplace. They will also acquire underpinning knowledge and skills related to work, employment and further training within the hospitality industry. Through the study of this subject, students will gain experiences that can be applied to a range of contexts, including work, study and leisure and that will assist them to make informed career choices. Hospitality is a competency based course. Students will be given a range of tasks to perform to show that they know and can demonstrate learnt knowledge and skills.

Throughout the year students will show competence in the selected units in several ways including, but not limited to, quizzes, observation, written and practical work. They must be deemed competent to successfully complete a unit.

The student is required to undertake 70 hours of mandatory work placement for a 240 hour course, which enhances their 'off the job' learning. A further 35 hours is mandatory if they require their full Certificate II in Hospitality Operations – Commercial Cookery. Work placement is a valuable and vital part of their assessment.

## YEAR 11 ASSESSMENT GRID - INDUSTRIAL TECHNOLOGY

<b>Component</b>			
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>
Clean kitchen premises and equipment	*		
Use hygiene practices for food safety	*		
Use food preparation equipment	*	*	
Prepare simple dishes	*	*	
Participate in safe work practices		*	
Work effectively with others			*
Prepare & serve espresso coffee			*

# INDUSTRIAL TECHNOLOGY

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Students in this course will be assessed for their personal and group project work, their study of the timber industry and their understanding of a broad range of skills and knowledge in this focus area. Each project will have an accompanying integrated folio and will be assessed as a whole. The study of a real business within the timber industry will be researched through visitation and interviews.

## YEAR 11 ASSESSMENT GRID - INDUSTRIAL TECHNOLOGY

Component	Task 1	Task 2	Task 3	Weighting
	Industry Interview	Group Project	Yearly Examination	
	<i>Term 1</i>	<i>Term 3</i>	<i>Term 3</i>	
Industry study	10		5	15
Management and Communication		15	5	20
Production		40		40
Industry related Manufacturing technology		15		15
Design		10		10
<b>Mark</b>	<b>10</b>	<b>80</b>	<b>10</b>	<b>100</b>

# INDUSTRIAL TECHNOLOGY & MULTIMEDIA

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Students will be assessed on a range of skills and knowledge including use of software programs, graphics, animation, film techniques and oral presentations.

## YEAR 11 ASSESSMENT GRID - INDUSTRIAL TECHNOLOGY & MULTIMEDIA

Component	Task 1	Task 2	Task 3	Weighting
	Project 1	Project 2	Yearly Examination	
	<i>Term 1-2</i>	<i>Term 2-3</i>	<i>Term 3</i>	
Design project	20	35		55
Industry study		15		15
Test type skills			30	30
<b>Mark</b>	<b>20</b>	<b>50</b>	<b>30</b>	<b>100</b>

# LEGAL STUDIES

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Assessment of student performance in Legal Studies will involve four assessment tasks covering all course outcomes over a range of topics and complies with the mandatory assessment components and their relative weightings as indicated below, that are specified by the NSW Education Standards Authority. The variety of tasks gives students the opportunity to demonstrate their acquisition of the course outcomes in different ways.

## YEAR 11 ASSESSMENT GRID - LEGAL STUDIES

Component	Task 1	Task 2	Task 3	Weighting
	The Individual and the Law: Research	Law in Practice: Research	Yearly Examination	
	<i>Term 2</i>	<i>Term 3</i>	<i>Term 3</i>	
Knowledge and understanding of course content	15	15	30	60
Inquiry and research	10	10		20
Communication of Legal Studies information, issues and ideas in appropriate forms	5	5	10	20
<b>Mark</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# MATHEMATICS STANDARD

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Assessment of student performance in Mathematics Standard will involve three tasks over the year, testing the course content and syllabus outcomes. Each Mathematics course has a component for understanding, fluency and communication, problem solving, reasoning and justification. In addition to the Half-Yearly and Yearly Preliminary examinations, students will be required to show a deeper level of understanding in key topic areas through assessment tasks.

## YEAR 11 ASSESSMENT GRID – MATHEMATICS STANDARD

Component	Task 1	Task 2	Task 3	Weighting
	Half-Yearly Examination	Extended Assessment Task	Yearly Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Understanding, fluency and communication	20	10	20	50
Problem solving, reasoning and justification	10	20	20	50
<b>Mark</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# MATHEMATICS ADVANCED

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Assessment of student performance in Mathematics Advanced will involve three tasks over the year, testing the course content and syllabus outcomes. Each Mathematics course has a component for concepts, skills and techniques and reasoning and communication. In addition to the Half-Yearly and Yearly Preliminary Examinations, students will be required to show a deeper level of understanding in key topic areas through assessment tasks.

## YEAR 11 ASSESSMENT GRID – MATHEMATICS ADVANCED

Component	Task 1	Task 2	Task 3	Weighting
	Half-Yearly Examination	Extended Assessment Task	Yearly Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Concepts, skills and techniques	15	15	20	50
Reasoning and communication	15	15	20	50
<b>Mark</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# MATHEMATICS LIFE SKILLS

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The Mathematics Life Skills course is a highly practical and relatable course, where students develop their ability to apply mathematics in a variety of contexts which are valuable for everyday life.

Students will complete various in-class tasks and activities which will develop their awareness of mathematics as an essential part of everyday living.

## YEAR 11 ASSESSMENT GRID – MATHEMATICS LIFE SKILLS

Component
Numeration
Operations
Time



# MATHEMATICS EXTENSION 1

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Assessment of student performance in Mathematics Extension 1 will involve three tasks over the year, testing the course content and syllabus outcomes. Each Mathematics course has a component for concepts, skills and techniques and reasoning and communication. In addition to the Half-Yearly and Yearly Preliminary Examinations, students will be required to show a deeper level of understanding in key topic areas in the other assessment task.

## YEAR 11 ASSESSMENT GRID – MATHEMATICS EXTENSION 1

Component	Task 1	Task 2	Task 3	Weighting
	Half Yearly Examination	Extended Assessment Task	Yearly Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Concepts, skills and techniques	15	15	20	50
Reasoning and communication	15	15	20	50
<b>Mark</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# MODERN HISTORY

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Assessment of student performance in this subject will involve a range of activities including the use of sources, written examinations, research assignments and oral presentations.

## YEAR 11 ASSESSMENT GRID – MODERN HISTORY

Component	Task 1	Task 2	Task 3	Weighting
	Historical Investigation	Portfolio	Yearly Examination	
	<i>Term 2</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding of course content		10	30	40
Source-based skills		10	10	20
Historical inquiry and research	20			20
Communication of historical understanding in appropriate forms	10	10		20
<b>Mark</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# MUSIC 1

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Assessment of student performance in this subject will be evenly spread across the four learning areas of performance, musicology, composition and aural.

## YEAR 11 ASSESSMENT GRID - MUSIC 1

Component	Task 1	Task 2	Task 3	Weighting
	Composition and Viva	Performance	Yearly Examination	
	<i>Term 2</i>	<i>Term 2</i>	<i>Term 3</i>	
Composition	25			25
Performance		25		25
Musicology	10		15	25
Aural			25	25
<b>Mark</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

# MUSIC 2

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Assessment of student performance in this subject will be evenly spread across the four learning areas of performance, musicology, composition and aural.

## YEAR 11 ASSESSMENT GRID - MUSIC 2

Component	Task 1	Task 3	Task 5	Weighting
	Composition and Viva	Performance	Yearly Examination	
	<i>Term 2</i>	<i>Term 2</i>	<i>Term 3</i>	
Composition	25			25
Performance		25		25
Musicology	10		15	25
Aural			25	25
<b>Mark</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

# PDHPE

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Student performance in this subject will be assessed on a range of tasks across four broad topics. These topics include two Core topics (Core 1, Better Health for individuals and Core 2, Body in Motion) and two Options (Option 1, First Aid and Option 3, Fitness Choices).

## YEAR 11 ASSESSMENT GRID - PDHPE

Component	Task 1	Task 2	Task 3	Weighting
	Health Promotion and the Influences on the Health of Individuals	Anatomy, Physical Fitness and Movement Efficiency	Yearly Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Knowledge and understanding of course content	10	15	15	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
<b>Mark</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

# PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

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Students will be assessed in the areas of Making (70%) and Critical and Historical Study (20%).

## YEAR 11 ASSESSMENT GRID - PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

Component	Task 1	Task 2	Task 3	Weighting
	Process Diary	Advertising with Digital Media	Exhibition and Process Diary	
	<i>Term 1</i>	<i>Term 3</i>	<i>Term 3</i>	
Making	10	30	30	70
Critical and historical studies	15		15	30
<b>Mark</b>	<b>25</b>	<b>30</b>	<b>45</b>	<b>100</b>

# PHYSICS

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Assessment of student performance in this subject will involve a range of activities including hands-on practical tasks, written examinations, research assignments and oral presentations.

## YEAR 11 ASSESSMENT GRID - PHYSICS

Component	Task 1	Task 2	Task 4	Weighting
	Practical Test	Depth Study	Yearly Examination	
	<i>Term 1</i>	<i>Term 2</i>	<i>Term 3</i>	
Skills in working scientifically	15	30	15	60
Knowledge and understanding of course content	5	10	25	40
<b>Mark</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

# SOCIETY & CULTURE

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Assessment of student performance in Society & Culture will involve four assessment tasks covering all course outcomes over a range of topics and complies with the mandatory assessment components and their relative weightings as indicated below, that are specified by the NSW Education Standards Authority. The variety of tasks gives students the opportunity to demonstrate their acquisition of the course outcomes in different ways.

## YEAR 11 ASSESSMENT GRID – SOCIETY & CULTURE

Component	Task 1	Task 2	Task 3	Weighting
	Personal and Social Identity Research	Intercultural Communication Research	Yearly Examination	
	<i>Term 2</i>	<i>Term 2/3</i>	<i>Term 3</i>	
Knowledge and understanding of course content	15	15	20	50
Application and evaluation of social and cultural research methodologies	10	10	10	30
Communication of information, ideas and issues in appropriate forms	5	5	10	20
<b>Mark</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



# CERTIFICATE II IN SPORT AND RECREATION

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Assessment of student performance in this subject will involve developing understanding, skills and strategies to enable students to develop basic functional knowledge and skills for work in customer contact positions or in the sport or community recreation industry. Students will undertake a range of administrative activities and functions within a team and under supervision in which they will be required to use practical skills and basic sport and recreation industry knowledge.

Students are required to attend 35 hours of mandatory NESA work placement and will also have the opportunity to complete an accredited First Aid course.

Assessment is competency based and will include a variety of tasks including; observational, written, practical and skills based tests.

<b>Core Competencies</b>
Organise and Complete Daily Work Activities
Provide First Aid
Participate in Workplace Health and Safety
Assist with Activity Sessions
Provide Quality Service
Respond to Emergency Situations
Work Effectively in Sport, Fitness and Recreation Environments
Maintain Sport, Fitness and Recreation Industry Knowledge.

# STUDIES OF RELIGION 1

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Assessment of student performance in this subject will involve a range of activities including written examinations, research assignments and oral presentations.

## YEAR 11 ASSESSMENT GRID – STUDIES OF RELIGION 1

Component	Task 1	Task 2	Task 3	Weighting
	Nature of Religion and Beliefs	Religious Traditions	Yearly Examination	
	<i>Term 1</i>	<i>Term 3</i>	<i>Term 3</i>	
Knowledge and understanding of course content			40	40
Source-based skills	10	10		20
Investigation and research	10	10		20
Communication of information, ideas and issues in appropriate forms		20		20
<b>Mark</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

# STUDIES OF RELIGION 2

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Assessment of student performance in this subject will involve a range of activities including written examinations, research assignments and oral presentations.

## YEAR 11 ASSESSMENT GRID - STUDIES OF RELIGION 2

Component	Task 1	Task 2	Task 3	Weighting
	Nature of Religion and Beliefs	Religious Traditions	Yearly Examination	
	<i>Term 1</i>	<i>Term 3</i>	<i>Term 3</i>	
Knowledge and understanding of course content			40	40
Source-based skills	10	10		20
Investigation and research	10	10		20
Communication of information, ideas and issues in appropriate forms		20		20
<b>Mark</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

# TEXTILES & DESIGN

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Assessment of student performance in this subject will involve enabling students to understand and appreciate the nature and significance of textiles and to develop confidence and competence in the selection, design, manufacture and application of textile items.

## YEAR 11 ASSESSMENT GRID - TEXTILES & DESIGN

Component	Task 1	Task 2	Task 4	Weighting
	Thrifted Transformations	Practical Project - Corset	Yearly Examination	
	<i>Term 1-2</i>	<i>Term 2-3</i>	<i>Term 3</i>	
Practical element	25	25		50
Portfolio/theory	10	10	30	50
<b>Mark</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

# VISUAL ARTS

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Student performance in this subject will be assessed on their understanding of the Frames, Conceptual Framework, Artist Practice, historical and critical writing and art making. Students will be given three Assessment Tasks comprising of two Bodies of Artwork and the Yearly Examination. The VAPD (Visual Arts Process Diary) will be used in developing ideas for artworks, research, exploration and experimentation with media. Their Bodies of Work will be assessed on conceptual strength and physical resolution. All classwork is relevant and build foundations for Assessments, giving equal importance to art making and art writing activities.

## YEAR 11 ASSESSMENT GRID - VISUAL ARTS

Component	Task 1	Task 2	Task 3	Weighting
	BOW Practical	BOW Practical - Landscape	Yearly Examination - Written	
	<i>Term 2</i>	<i>Term 3</i>	<i>Term 3</i>	
Art making	20	30		50
Art criticism and Art history	15		35	50
<b>Mark</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>



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