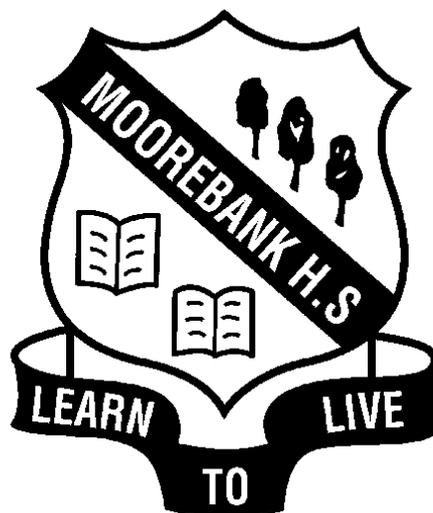


# Moorebank High School



Year 11  
2019

## Assessment Policy and Procedures

## 1. The Nature and Purpose of Year 11 Assessment

### 1.1. Year 11 assessment tasks

Year 11 assessment tasks help students learn, expand knowledge and encourage them to challenge themselves. They also show how much students have learnt and where they need to improve. By completing Year 11 assessments students prove they have satisfactorily completed a course. Most importantly, they also contribute to a student's final course mark and RoSA grade.

Assessment tasks allow students to show what they know, understand and can do in ways that may not be possible in a written examination. School-based assessments also give students the chance to address any weak areas in knowledge before they commence the HSC course.

### 1.2. Contribution of assessment marks to the Record of School Achievement (RoSA) grade

NESA's grading system is intended to describe the student's achievement at the end of each Year 11 course. Teachers will make the final judgement of the grade deserved on the basis of available assessment information and with reference to the Common Grade Scale for Year 11 Courses and other material produced by NESA to support the consistent awarding of grades. In applying the Common Grade Scale for Year 11 Courses, teachers will interpret them in terms of standards that can be achieved by Year 11 students within the bounds of the course.

## 2. Assessment Procedures

### 2.1. Student rights:

- to be informed of the assessment policies of the school and NESA
- to receive clear guidelines relating to the requirements of each assessment task
- to be told in advance of the due date for each assessment task
- to receive feedback that assists you to review your work
- to query the mark for an individual task at the time it is returned to you
- to request from the Principal an appeal against the RoSA grade(s) awarded.

### 2.2. Student responsibilities:

- to become familiar with and follow the assessment requirements set by the school.
- to complete all set tasks on time, or follow correct procedures if you are unable to meet a deadline
- not engage in behaviour which could be considered cheating or malpractice, including plagiarism
- to ensure that all assessment work is your own or acknowledge the contribution of others
- to follow up any concerns you have with tasks at the time they are marked and returned.

### 2.3. School responsibilities:

- to set assessment tasks which will be used to measure student performance in each component of a course
- to specify a mark / weighting for each assessment task
- to inform students of the requirements of each assessment task
- to give reasonable advance notice in writing (usually two weeks) of the exact date for completing or submitting the task
- to keep records of each student's performance on each assessment task
- to provide students with information on their progress.

### 3. Submission of Tasks

#### 3.1. Absence when a task is notified

Whenever students are absent from school, it is their responsibility to ensure that they know what work has been missed and to catch up on this work. The same conditions apply if students are absent when written notification of an assessment task is issued. No automatic extension is granted to students who are absent on the day the notice of the task is given. However, if a student has had a prolonged absence, on the day of their return to school they may submit to the Deputy Principal for their year, an Application for Special Consideration.

#### 3.2. Extensions to due dates or special consideration

An extension of time for completion of tasks may only be granted by the Deputy Principal of their year group, after consultation with the appropriate Head Teacher. Students must apply to the Deputy Principal of their year, using the school's Application for Special Consideration, **well before the due date of the task**. Extensions will only be granted in cases of severe illness or other exceptional circumstances. Documentation must be provided to substantiate your appeal. A medical certificate will be required in cases of illness.

#### 3.3. Process for submitting tasks completed outside the classroom

All tasks must be submitted to your classroom teacher during your scheduled lesson time unless otherwise stated on the Assessment Notification. All tasks are to be submitted as a hard copy unless otherwise stated on the Assessment Notification. A Declaration of Authenticity must be signed by the student and be submitted with the completed assessment task.

#### 3.4. Prior knowledge of absence

Where a student has a clash between an assessment task and another authorised school activity the student must notify the Deputy Principal of the year group and complete an Application for Special Consideration. The Assessment Appeals Committee, if the application is upheld, will either determine an alternative method for submitting the task or will grant an extension.

Where a student knows in advance that they will be absent on the day that an assessment task is to be submitted, the student must notify the Deputy Principal of their year and their class teacher, and submit the work before the due date.

### 3.5. Absence due to illness / misadventure

It is a student's responsibility to perform / submit all tasks which are part of the Assessment Program. Assessment tasks must be submitted by the due date and time, or be performed in class at the specified time. Should a task be submitted late, without first gaining an extension from the Deputy Principal, then a mark of zero will be awarded.

A student who is absent from school because of illness or misadventure on the day an assessment task is due, has the responsibility to carry out the following procedure;

- **Notify the school by telephone by 9.00 am on the day the task is due** and speak to the relevant Head Teacher to make arrangements for the task to be submitted by fax or email on that day, or, explain why the task cannot be submitted and give an anticipated date of when it will be.
- **On the day of their return to school**, see the Deputy Principal of the year group to submit an Application for Special Consideration. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide a medical certificate for the relevant time period.
- **Be prepared to sit for the task, or if deemed appropriate, a substitute task, on the day of their return to school.**

The following are not acceptable reasons for misadventure (this is not an exclusive list).

- Technology problems.
- Misreading assessment notifications / examination timetables.
- Long-term illness, such as glandular fever, asthma and epilepsy, unless there is evidence of a sudden recurrence.
- Sleeping in.
- Family business, such as meeting relatives at airports.
- Attendance at cultural activities.
- Family holidays that are not part of approved leave.

#### 3.5.1. Extended leave (Travel or Holiday).

From the beginning of 2015 family holidays and travel are no longer considered by the Department of Education under Exemption from School Procedures. Travel outside the vacation period is now counted as an absence. The Department of Education encourages families to travel during school holidays. If travel during school term is necessary an Application for Extended Leave - Travel needs to be completed at least 4 weeks prior to the date of intended travel. Only if the principal accepts the reason for the extended absence will an Application for Special Consideration be considered.

### 3.6. Illness / misadventure while sitting an assessment task

**If a student attempts an assessment, the mark obtained in that task will stand.** Teachers must assess the student's actual performance, not potential performance. Assessment marks cannot be modified to take into account possible effects of illness or domestic situations.

If you become ill during an assessment, or there is a misadventure, you should immediately inform the supervisor / teacher. You will need to complete an Application for Special Consideration, supported by independent evidence, including a medical certificate for an illness. If your appeal is upheld, you will be required to sit a substitute task or, in exceptional circumstance, you will be provided with an estimate based on other tasks.

### 3.7. Malpractice

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be your own or must be acknowledged appropriately. Malpractice, including plagiarism, could lead to a student receiving zero marks for the task or examination, and will jeopardise the student's results.

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

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, coach or subject expert, has contributed to substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

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

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

### 3.8. Non-serious attempts of tasks

A non-serious attempt is where a student submits an assessment task which shows little or no thought / effort, which is generally incomplete or which contains frivolous or objectionable material. Where a teacher and Head Teacher have deemed a student to have made a non-serious attempt, a mark of zero will be awarded.

### 3.9. Non-discriminating or invalid tasks

If a task is given and is found to be non-discriminating between students, being invalid or having problems associated with its administration, it may be discarded and an alternative task set. In these circumstances, the Principal may determine that another task be done, and / or adjust the weightings accordingly. If it is decided that the original task be still used, it could have a reduced weighting, with the additional task added to the assessment weightings for the course. The Principal may decide to discard the original task completely and a replacement task will be organised. If an alternative task is to be given students will be notified in writing and be given sufficient notice.

### 3.10 Attendance on day task is due

Students must arrive to school on time and attend all scheduled lessons on the day of a task, unless other arrangements have been communicated (e.g. yearly examination). Students with a scheduled late start may arrive according to those approved times. Students who arrive late or truant classes will have gained an unfair advantage over other students and will consequently receive zero for that task.

### 3.11 Working on tasks during lesson of other subjects

Students must not truant classes to work on assessment tasks or use time during lessons of other subjects, unless prior approval has been sought and given by the Head Teachers involved and this will only be in exceptional circumstances. Students may work on assessment tasks during designated study periods. Students who use time during lessons of other subjects to work on assessment tasks will have gained an unfair advantage over other students and will consequently receive zero for this task.

## 4. Reviewing progress

### 4.1. Course Completion Criteria

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

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

### 4.2. Attendance

Principals may determine that, as a result of absences, the course completion criteria might not be met. A student whose attendance is called into question will be required to prove, to the Principal's satisfaction, that they are meeting course completion criteria. At Moorebank High School, students whose attendance falls below 85% may have their performance reviewed.

#### 4.3. Warning of 'N' determination

If at any time it appears that a student is at risk of being given an 'N' (non-completion of course requirements) determination in any course, the school 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 letter will advise the student and parent of the tasks or actions to be undertaken in time for the problem to be corrected.

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. The Principal will then issue a non-completion determination.

## 5. Vocational Education and Training (VET) Courses

### 5.1. Nature of assessments

Students in VET courses (Construction; Hospitality; Sport Coaching) are assessed against the units of competency outlined in the Competency Record Book for the course. Competency based assessment means that students demonstrate the required level of performance. Rather than marks being awarded, students are assessed as being either competent or not yet competent. Assessment events may assess a number of competencies at the same time. Students will be notified two weeks in advance of an assessment event. Students may, if appropriate, be provided with more than one attempt to demonstrate their competency. If, in the opinion of the teacher, a student does not make a serious attempt, they will not be given further chances to demonstrate the competency. Students will only be given a maximum of three attempts at any assessment task.

All procedures outlined in this policy regarding attendance, misadventure etc. also apply to VET assessments.

### 5.2. Moderation of assessment tasks

Where Moorebank High School has three teachers trained in the VET Curriculum Frameworks, they review assessment activities and expected standards to ensure consistency between classes and compliance with industry standards. Otherwise they check with teachers in other schools to ensure consistency of industry standards.

### 5.3. Appeals

Students have the right to lodge an appeal against the assessment of their competency on the following grounds:

- The assessment process did not provide them with a fair and reasonable opportunity to demonstrate their competency.
- They were not informed in advance of the conditions and method of assessment.
- The process was discriminatory in some way.
- They were ill or suffered misadventure at the time of the assessment (must be supported by a medical certificate)

Appeals and / or applications for special consideration are to be made to the Deputy Principal of the year group following the guidelines outlined in this policy.

#### 5.4. Work Placement

Students undertaking a VET course in Year 11 are required to undertake 35 hours of work placement. Failure to complete work placement will render the student ineligible for the unit credits towards the Year 11 credential. Work placement must be arranged through the school. The school will work with the Registered Training Organisation for South West Sydney who ensures the employer completes the appropriate consent forms, especially in regard to Insurance Indemnity and Child Protection. Students will not be allowed to attend work placement without the approval of the school.

### 6. Examination / Assessment Rules

#### 6.1. Attendance

It is the responsibility of each student to arrive on time at the correct venue and to remain in the assessment / exam room for the set duration of the task.

#### 6.2. Equipment

Written work must be written in blue or black pen, not pencil. Mobile phones and electronic devices, such as organisers, MP3 players and dictionaries are not permitted during in-class assessments or examinations. Any specific equipment you are required to bring must be in working order. Illness / misadventure appeals on the grounds of forgotten equipment, or for equipment that did not work properly, will not be accepted.

#### 6.3. Conduct during in-class assessments or examinations

Students must not speak to any other person during an in-class assessment or examination other than the supervisor of the task. Students must also not behave in any way likely to disturb the work of any other student or upset the conduct of the task. Students also are not allowed to eat during a task, except as approved by the Head Teacher Secondary Studies (e.g. for diabetic students).

If a student does not follow these rules, or if they cheat in any way, they will be removed from the classroom / examination room and will receive zero for the task.

### 7. Appeals and reviews

#### 7.1. Dispute regarding assessment marks

Each student has the right to ask the class teacher why a particular mark was awarded for a specific assessment task. If the student is dissatisfied with the response given, the Head Teacher of the subject involved should be consulted. Disputes over an individual task must be resolved with the Head Teacher on the day the task is returned. The Head Teacher's decision in these matters is final.

## 7.2. Disputes regarding the administration of assessment tasks

Each student has the right to appeal the administration of a task if this has led to an inequitable situation. This includes inequitable processes being applied in the management of the task or student(s) gaining an unfair advantage as a result of cheating, prior knowledge or unauthorised time extension. Students may also appeal if the task does not conform to the school's assessment policy. Such appeals will be made to the Deputy Principal of the year group using the Assessment Task Appeal Form. **Appeals must be submitted within three days of the dispute arising.**

## 8. Disability Provisions

### 8.1. School assessments

Principals have the authority to decide on, and to implement, disability provisions for school-based assessment tasks, including examinations. Students with a permanent or temporary disability that would impact on his or her ability to complete an assessment task should see the Head Teacher Secondary Studies who, in consultation with the relevant curriculum Head Teacher(s), will consider the type of provisions that will be provided. The granting of school-determined provisions will not guarantee that similar provisions will be provided by NESAs in the HSC examination. NESAs do not consider the lack of familiarity with the English language to be a disability in this context. Therefore, provisions such as the use of an English/foreign language dictionary will not be approved for students disadvantaged solely because of lack of familiarity with the English language. Students for whom disability provisions are approved may not be eligible for illness/misadventure consideration for the same condition unless they experience a deterioration or variation in their condition during the actual assessment.

## 9. Results and credentials

### 9.1. Notification of assessment results

Students are provided with information on their performance in each task (mark and / or rank) after the completion of each task and will be provided with their progressive ranking at intervals throughout the course. Students will also be supplied with meaningful feedback after each task about what they are able to do and what they need to do in order to improve their level of performance.

### 9.2. Preliminary Common Grading Scale

At the conclusion of Year 11 students will be awarded a grade for each course where course completion criteria has been met.

The Common Grade Scale describes performance at each of the five grade levels.

**A**

The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.

**B**

The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.

**C**

The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.

**D**

The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.

**E**

The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

### 9.3. The Record of School Achievement (RoSA)

The RoSA is a cumulative credential for students who leave school before completing their HSC. The RoSA lists all mandatory and additional Stage 5 and – where applicable – Stage 6 courses completed by the student, along with the grade awarded. The RoSA credential also lists any courses commenced but not completed and the date of leaving school. NESA issues the formal RoSA credential to students who satisfy the eligibility requirements when they leave school. School leavers who are not eligible for the RoSA will receive a Transcript of Study.

### 9.4. Student eRecord

Students who complete the Year 11 requirements and progress to the HSC will have access to their record of results on a Student eRecord. The student eRecord is available through Students Online through the NESA website, and a copy will be provided by the school with the final Year 11 school report. The Student eRecord is not a formal NESA credential, but has the same information as a RoSA and also contains information regarding Life Skills outcomes achieved and VET course competencies completed, where applicable.



## MOOREBANK HIGH SCHOOL

### Application for Special Consideration

Full Name / Year			
Assessment Task			
Subject/Course		Date of Task	
Teacher's Name			

Reason for Application (Tick)	
Absent from assessment or when task was due	
Extension (due to illness or exceptional circumstances)	
Other school commitment on the day of an assessment task	
Misadventure	

Information supporting application (continue over if necessary)			
Medical Certificate or Independent Evidence Attached		Yes / No	
Student's Signature		Date	
Parent's Signature		Date	

Special Consideration Application Acknowledgement			
Student's Name		Date Lodged	
Subject / Course		Date of Task	
Received By		Signature	



# MOOREBANK HIGH SCHOOL

*A Selective and Comprehensive School*

## Decision of School Assessment Panel

Student's Name:

Year:

Subject / Course:

Teacher:

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- Student's result will remain as marked
  - Estimate based on other Assessment Tasks
  - Substitute task to be set and completed
  - Extension of time granted until \_\_\_\_\_
  - Zero mark to given
  - Other \_\_\_\_\_
- 

Reason

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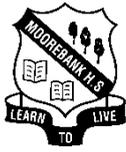
Panel member signatures (DP, HT, Year Adviser)

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Distribution of copies of assessment appeal decision

- Deputy
- Faculty Head Teacher
- Year Adviser
- Student
- Student File



# MOOREBANK HIGH SCHOOL

*A Selective and Comprehensive School*

## Assessment Task Appeal

Student's Name:

Year:

Subject/Course:

Teacher:

Assessment Task:

Date of Task:

Date form issued:

Issued by:

### Reason for appeal

- The administration of the task. (Such as, inequitable processes being applied in the management of a task or student(s) gaining an unfair advantage.)
- The task not conforming to the school's assessment policy. (Such as failing to notify that a task is assessable.)

Reasons for the appeal

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Student Signature:

Date:

Parent Signature:

Date:

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Teacher's Comment:

Head Teacher's Recommendation:



# **MOOREBANK HIGH SCHOOL**

*A Selective and Comprehensive School*

## **Decision of School Assessment Panel**

Student's Name:

Year:

Subject / Course:

Teacher:

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Decision / Reason

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Panel member signatures (DP, HT, Year Adviser)

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Distribution of copies of assessment appeal decision

- Deputy
- Faculty Head Teacher
- Year Adviser
- Student
- Student File



# **MOOREBANK HIGH SCHOOL**

*A Selective and Comprehensive School*

## **Declaration of Authenticity**

(to be submitted for all tasks completed, in part or whole, outside of school)

I certify that:

- the planning, development, content and presentation of this assessment task is my own work in every respect
- this assessment task has not been copied from another person's work or from books or the internet or any other source
- I have used appropriate research methods and have not used the words, ideas, designs, music, images, skills or workmanship of others without appropriate acknowledgement in the assessment task or its development.

Student Name: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11
<b>Term 1</b>							BUSINESS STUDIES	BIOLOGY CAFS FOOD TECH IND. TECH.	CHEMISTRY ENGLISH EXT LEGAL STUDIES MODERN HISTORY MUSIC	ANCIENT HISTORY ENGLISH STUDIES PDHPE	EARTH & ENV ENGLISH ADV ENGLISH STANDARD MATHS ADV PHYSICS SD&D
<b>Term 2</b>	SOCIETY & CULTURE	ECONOMICS MATHS EXT 1 VISUAL ARTS	ENGINEERING	MATHS STANDARD			LEGAL STUDIES	ANCIENT HISTORY CAFS ENGLISH ADV MUSIC SOCIETY & CULTURE	BIOLOGY MATHS ADV	ENGLISH STANDARD ENGLISH STUDIES MATHS EXT 1 MODERN HISTORY PHYSICS SD&D	
<b>Term 3</b>		CHEMISTRY EARTH & ENV VISUAL ARTS	ENGINEERING MATHS STANDARD PDHPE	ECONOMICS	FOOD TECH IND. TECH.		SOCIETY & CULTURE	YEARLY EXAMS	YEARLY EXAMS		

**Year 11 Ancient History**

Component	Task 1	Task 2	Task 3	Component Weighting
	Investigating Ancient History Task	Historical Investigation	Yearly Examination	
	Term 1 Week 10	Term 2 Week 8	Term 3 Weeks 8/9	
Knowledge and understanding of course content	5	10	25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	5	15	0	20
Communication of historical understanding in appropriate forms	10	10	0	20
Mark Weighting	30	40	30	100

**Year 11 Biology**

Component	Task 1	Task 2	Task 3	Component Weighting
	Practical and Skills Examination	Depth Study	Yearly Examination	
	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 8/9	
Knowledge and understanding of course content	10	10	20	40
Skills in working scientifically	25	25	10	60
Mark Weighting	35	35	30	100

**Year 11 Business Studies**

Component	Task 1	Task 2	Task 3	Component Weighting
	Nature of Business Task	Business Planning Task	Yearly Examination	
	Term 1 Week 7	Term 2 Week 4	Term 3 Week 8/9	
Knowledge and understanding of course content	5	10	25	40
Stimulus-based skills	10	0	10	20
Inquiry and research	10	10	0	20
Communication of business information, ideas and issues in appropriate forms	5	10	5	20
Mark Weighting	30	30	40	100

**Year 11 Chemistry**

Component	Task 1	Task 2	Task 3	Component Weighting
	Depth Study	Practical Examination	Yearly Examination	
	Term 1 Week 9	Term 3 Week 2	Term 3 Weeks 8/9	
Knowledge and understanding of course content	15	5	20	40
Skills in working scientifically	25	25	10	60
Mark Weighting	40	30	30	100

**Year 11 Community and Family Studies**

Component	Task 1	Task 2	Task 3	Component Weighting
	Media Analysis Resource Management	Case Study Leadership	Yearly Examination	
	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 8/9	
Knowledge and understanding of course content	5	5	30	40
Skills in critical thinking, research methodology, analysing and communicating.	25	25	10	60
Mark Weighting	30	30	40	100

**Year 11 Earth and Environmental Science**

Component	Task 1	Task 2	Task 3	Component Weighting
	Depth Study	Practical and Skills Task	Yearly Examination	
	Term 1 Week 11	Term 3 Week 2	Term 3 Weeks 8/9	
Knowledge and understanding of course content	10	10	20	40
Skills in working scientifically	30	20	10	60
Mark Weighting	40	30	30	100

**Year 11 Economics**

Component	Task 1	Task 2	Task 3	Component Weighting
	Stimulus Based Task	Media File & Extended Response	Yearly Examination	
	Term 2 Week 2	Term 3 Week 4	Term 3 Weeks 8/9	
Knowledge & understanding of course content	5	10	25	40
Stimulus based skills	10	0	10	20
Inquiry & research	5	15	0	20
Communication of economics information, ideas & issues in appropriate forms	5	10	5	20
Mark Weighting	25	35	40	100

**Year 11 Engineering Studies**

Component	Task 1	Task 2	Task 3	Component Weighting
	Braking Systems Analysis	Bio-medical Engineering Report and Presentation	Yearly Examination	
	Term 2 Week 3	Term 3 Week 3	Term 3 Weeks 8/9	
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	0	40
Mark Weighting	30	30	40	100

**Year 11 English Advanced**

Component	Task 1	Task 2	Task 3	Component Weighting
	Reading to Write Imaginative text with reflection	Narratives that shape our world (Multimodal)	Yearly Examination	
	Term 1 Week 11	Term 2 Week 8	Term 3 Week 8/9	
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Mark Weighting	30	30	40	100

**Year 11 English Extension - 1 Unit**

Component	Task 1	Task 2	Task 4	Component Weighting
	Multimodal Task	Imaginative Response	Yearly Examination	
	Term1 Week 9	Term 2 Week 9	Term 3 Week 8/9	
Knowledge and understanding of texts and why they are valued	15	15	20	50
Skills in complex analysis composition and independent investigation	15	15	20	50
Marks Weighting	30	30	40	100

**Year 11 English Standard**

Component	Task 1	Task 2	Task 3	Component Weighting
	Reading to Write	Contemporary Possibilities (Multimodal)	Yearly Examination	
	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9	
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Mark Weighting	30	30	40	100

### Year 11 English Studies

Component	Task 1	Task 2	Task 3	Component Weighting
	Mandatory Module: Achieving through English	Multimodal presentation Elective Module 1	Yearly Exam	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8/9	
Knowledge and understanding of course content	15	15	20	50
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>	15	15	20	50
Component Weighting	30	30	40	100

### Year 11 Food Technology

Component	Task 1	Task 2	Task 3	Component Weighting
	Food Quality and Practical Activity	Nutrition research task and practical activity	Yearly Examination	
	Term 1 Week 8	Term 3 Week 5	Term 3 Weeks 8/9	
Knowledge and understanding of course content	5	5	30	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	15	15	0	30
<b>Mark Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**Year 11 Industrial Technology – Graphics and Timber**

Component	Task 1	Task 2	Task 3	Component Weighting
	Industry Case Study	Preliminary Project	Yearly Examination	
	Term 1 Weeks 8	Term 3 Weeks 5	Term 3 Weeks 8/9	
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
Mark Weighting	20	40	40	100

### Year 11 Legal Studies

Component	Task 1	Task 2	Task 3	Component Weighting
	Research and Extended Response Task	Law Reform Task	Yearly Examination	
	Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 8/9	
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation	0	10	10	20
Inquiry and research	10	10	0	20
Communication of legal information, issues and ideas in appropriate forms	5	5	10	20
Mark Weighting	25	35	40	100

**Year 11 Mathematics Advanced**

Component	Task 1	Task 2	Task 3	Component Weighting
	Class Test	Assignment	Yearly Examination	
	Term 1 Week 11	Term 2 Week 9	Term 3 Week 8/9	
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Mark Weighting	30	30	40	100

**Year 11 Mathematics Extension 1 Unit**

Component	Task 1	Task 2	Task 3	Component Weighting
	Class Test	Assignment	Yearly Examination	
	Term 2 Week 2	Term 2 Week 10	Term 3 Week 8/9	
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Mark Weighting	30	30	40	100

\* Mathematics Extension students are also required to do the Mathematics Advanced Assessment Tasks

**Year 11 Mathematics Standard (1 & 2)**

Component	Task 1	Task 2	Task 3	Component Weighting
	Class Test	Investigation	Yearly Examination	
	Term 2 Week 4	Term 3 Week 3	Term 3 Week 8/9	
Understanding, fluency and communication	20	10	20	50
Problem solving, reasoning and justification	10	20	20	50
Mark Weighting	30	30	40	100

**Year 11 Modern History**

Component	Task 1	Task 2	Task 3	Component Weighting
	Case Study Task	Historical Investigation	Yearly Examination	
	Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 8/9	
Knowledge and understanding of course content	10	5	25	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	5	15	0	20
Communication of historical understanding in appropriate forms	5	5	10	20
Mark Weighting	30	30	40	100

Component	Task 1	Task 2	Task 3	Component Weighting
	Performance and Viva Voce Methods of Notating Music	Composition and Aural Technology and its influence on music	Performance and Aural Music for Small Ensembles Yearly Examination	
	Term 1 Week 9	Term 2 Week 8	Term 3 Weeks 8/9	
Performance	10	0	15	25
Composition	0	25	0	25
Musicology	25	0	0	25
Aural	0	10	15	25
Mark Weighting	35	35	30	100

**Year 11 PDHPE**

Component	Task 1	Task 2	Task 3	Component Weighting
	Core 1	Core 2	Yearly Examination	
	Term 1 Week 10	Term 3 Week 3	Term 3 Week 8/9	
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
Mark Weighting	30	30	40	100

**Year 11 Physics**

Component	Task 1	Task 2	Task 3	Component Weighting
	Practical and Skills Task	Depth Study	Yearly Examination	
	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9	
Knowledge and understanding of course content	10	10	20	40
Skills in working scientifically	25	25	10	60
Mark Weighting	35	35	30	100

**Year 11 Society and Culture**

Component	Task 1	Task 2	Task 3	Component Weighting
	Social & Cultural World Task	Intercultural Communication Content Analysis Task	Personal and Social Identity Research Task	
	Term 2 Week 1	Term 2 Week 8	Term 3 Weeks 7	
Knowledge and understanding of course content	20	20	10	50
Application and evaluation of social and cultural research methods	0	10	20	30
Communication of information, ideas and issues in appropriate forms	10	0	10	20
Mark Weighting	30	30	40	100

### Year 11 Software Design & Development

Component	Task 1	Task 2	Task 3	Component Weighting
	Problem Solving Presentation	Preliminary Project	Yearly Examination	
	Term 1 Week 11	Term 2 Week 10	Term 3 Weeks 8/9	
Knowledge and understanding of course content	10	10	30	50
Knowledge and skills in the design and development of software solutions	10	30	10	50
Mark Weighting	20	40	40	100

**Year 11 Visual Arts**

Component	Task 1	Task 2	Task 3	Component Weighting
	The Found Object Portfolio of Experimental Works	Exploring Representation and extended written response	Yearly Examination	
	Term 2 Week 2	Term 3 Week 2	Term 3 Weeks 8/9	
Art making	20	30	0	50
Art criticism and art history	10	10	30	50
Mark Weighting	30	40	30	100

# Year 11 Assessment Policy & Procedure

**NOTE: TRAINING AND ASSESSMENT STRATEGIES FOR 2019-2020 WERE NOT AVAILABLE AT TIME OF PRINT. TO BE ISSUED IN CLASS IN EARLY TERM 1**

 <p><b>Public Schools NSW, Ultimo Registered Training Organisation 90072</b>  <b>VOCATIONAL EDUCATION and TRAINING</b>  <b>2019 CONSTRUCTION COURSE DESCRIPTION</b></p> <p>This may change due to Training Package and NSW Education Standards Authority (NESA) updates.          Notification of variations will be made in due time.</p>	
Course: <b>Construction</b> Board Developed Course	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR)
This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.	
<p><b>CPC20211 Certificate II in Construction Pathways Units of Competency</b>  <b>Core</b>                  CPCCCM1012A Work effectively and sustainably in the Construction Industry                  CPCCOHS2001A Apply OHS requirement, policies and procedures in the construction industry                  CPCCCM1013A Plan and organise work                  CPCCCM1014A Conduct workplace communication                  CPCCCM1015A Carry out measurements and calculations                  CPCCCM2001A Read and interpret plans and specifications</p> <p><b>Electives</b> <u>6 out of the following</u>                  CPCCCA2011A Handle carpentry materials                  CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground                  CPCCCO2013A Carry out concreting to simple form                  CPCCCA2002B Use carpentry tools and equipment</p>	<p>CPCCWF2001A Handle wall and floor tiling materials and equipment                  CPCCWF2002A Use wall and floor tiling tools and equipment                  OR                  CPCCBL2001A Handle and prepare bricklaying and blocklaying materials                  CPCCBL2002A Use bricklaying and blocklaying tools and equipment</p> <p><b>Additional units required to attain a HSC credential in this course</b>                  CPCCCM2006B Apply basic levelling procedures                  CPCCWHS1001 - Prepare to work safely in the construction industry. Successful completion of this unit will lead to a General Construction Induction Card (White Card) from SafeWork NSW. This will allow student access to construction sites across Australia for work purposes.</p> <p><b>Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.</b></p>
<p><b>Recommended Entry Requirements</b>                  Students selecting this course should be interested in working in a construction environment. They should be able to carry out manual activities e.g. lifting, carrying and shifting loads of materials, climbing ladders and have the ability to use hand and power tools. There will be out of class homework, research activities and assignments.</p>	
<p><b>Examples of occupations in the construction industry:</b></p> <ul style="list-style-type: none"> <li>▪ building</li> <li>▪ bricklaying</li> <li>▪ concreting</li> <li>▪ carpentry</li> <li>▪ shop fitting</li> <li>▪ joinery</li> </ul>	
<p><b>Mandatory HSC Course Requirements</b>                  Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by the NESA. The SafeWork NSW General Construction Induction Card (White Card) is a mandatory requirement before commencing work placement.</p> <p><b>External Assessment (optional HSC examination for ATAR purposes)</b>                  The Higher School Certificate examination for Construction is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.</p>	
<p><b>Competency-Based Assessment</b>                  Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency they can effectively carry out competency. When a student achieves a unit of competency it is signed off by the assessor.</p> <p><b>Appeals and Complaints</b>                  Students may lodge a complaint or an appeal about a decision (including assessment decisions) appeal or a complaint about an assessment decision or other decisions through the VET teacher.</p>	
<p><b>Course Costs: Resources/ Consumables \$ 80.00</b>                  The White Card will be delivered by an external RTO cost \$ 80.00 (approx.)                  Refund Arrangements on a pro-rata basis <b>Please see your VET teacher to enquire about financial assistance.</b></p>	
A school-based traineeship and apprenticeship are available in this course, for more information: <a href="http://www.sbatinnsw.info/">http://www.sbatinnsw.info/</a>	
Exclusions - VET course exclusions can be checked on the NESA website at <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions</a>	

# Year 11 Assessment Policy & Procedure



**Education**  
Public Schools

Public Schools NSW, Ultimo Registered Training Organisation 90072

**VOCATIONAL EDUCATION and TRAINING**

## 2019 HOSPITALITY KITCHEN OPERATIONS COURSE DESCRIPTION

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  
Notification of variations will be made in due time.

Course: **Hospitality - Kitchen Operations**  
Board Developed Course

2 or 4 Preliminary and/or HSC units in total  
Category B for Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

### SIT20416 Certificate II in Kitchen Operations

#### Units of Competency

##### Core

BSBWOR203	Work effectively with others
SITHCCC001	Use food preparation equipment
SITHCCC005	Prepare dishes using basic methods of cookery
SITHCCC011	Use cookery skills effectively
SITHKOP001	Clean kitchen premises and equipment
SITXFSA001	Use hygienic practices for food safety
SITXINV002	Maintain the quality of perishable items
SITXWHS001	Participate in safe work practice

##### Electives

SITHCCC001	Prepare and present simple dishes
SITHCCC002	Prepare and present sandwiches
SITHCCC006	Prepare appetisers and salads
BSBSUS201	Participate in environmentally sustainable work practices
SITXFSA002	Participate in safe food handling practices
SITHIND002	Source and use information on the hospitality industry

**Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.**

#### Recommended Entry Requirements

Students selecting this course should be interested in working in a kitchen preparing food. They should be able to lift and carry equipment, use hand held and larger commercial kitchen equipment. Students will be required to attend out of school hours events and functions. There will be out of class homework, research activities and assignments.

#### Examples of occupations in the hospitality industry

- trainee chef short order
- fast food cook breakfast cook

**Mandatory HSC Course Requirements** Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

#### External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Hospitality Kitchen is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice items, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

#### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

#### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

**Course Costs: Resources/ Consumables \$ 120.00**  
**Refund Arrangements on a pro-rata basis**

**Other \$ 70.00 (approx.) Chefs Uniform**  
**Please see your VET teacher to enquire about financial assistance**

A school-based traineeship and apprenticeship are available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

# Year 11 Assessment Policy & Procedure



**Education**  
Public Schools

Public Schools NSW, Ultimo Registered Training Organisation 90072

**VOCATIONAL EDUCATION and TRAINING**

## 2019 SPORT COACHING COURSE DESCRIPTIONS

This may change due to Training Package and NSW Education Standards Authority (NESA) updates.  
Notification of variations will be made in due time.

Course: **Sport Coaching**  
Board Endorsed Course

4 Preliminary and/or HSC units in total  
Does not contribute to the Australian Tertiary Admission Rank (ATAR)

This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation.

### SIS20513 Certificate II in Sport Coaching

Units of Competency

#### Core

BSBWOR202A	Organise and complete daily work activities
SISSSCO101	Develop and update knowledge of coaching practices
SISSSCO202	Coach beginner or novice participants to develop fundamental motor skills
SISSSDE201	Communicate effectively with others in a sport environment
SISXCAI102A	Assist in preparing and conducting sport and recreation sessions
SISXIND211	Develop and update sport, fitness and recreation industry knowledge
SISXWHS101	Follow work health and safety policies
HLTAID003	Provide first aid (to be delivered by an external RTO)

#### Electives

SISBBSB201A	Teach fundamental basketball skills
SISSSOF202	Officiate games or competitions
SISSSOF101	Develop and update officiating knowledge
SISSSPT201A	Implement sports injury prevention
SISATH201A	Teach the fundamental skills of athletics
SISNTB204A	Teach foundation netball skills OR
SISRGL204A	Teach the skills of rugby league for modified games

**Students may apply for Recognition of Prior Learning and /or Credit Transfer provided suitable evidence is submitted.**

#### Recommended Entry Requirements

Students selecting this course should be interested in sport and working in the sport, fitness and recreation industry. They should have a reasonable level of fitness, be able to play and have knowledge of a variety of sports and be able to demonstrate sports skills to junior players. Being an effective communicator, possessing motivation and having effective planning and time management skills are beneficial. There will be out of class homework, research activities and cluster based assessments for students to complete.

#### Examples of occupations in the sport, fitness and recreation industry:

- Sports Coach or Trainer
- Assistant Coach
- Sport Administration Officer
- Sports Official
- Sports Event Manager
- Team Manager

#### Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 35 hours of work placement. Students who do not meet these requirements will be 'N' determined as required by NESA.

**External Assessment** There is no Higher School Certificate (HSC) examination for the Sport Coaching course.

#### Competency-Based Assessment

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

#### Appeals and Complaints

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET teacher.

#### Course Costs: Resources/Consumables \$ N/A

The First Aid certificate is delivered by an external RTO at a cost of **\$ 80.00 (approx)**

#### Refund Arrangements on a pro-rata basis

**Please see your VET teacher to enquire about financial assistance**

A school-based traineeship is available in this course, for more information: <http://www.sbatinnsw.info/>

Exclusions - VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>