



# 2020

COVID19  
Modified  
Version

## YEAR 11 ASSESSMENT BOOKLET



Macintyre High School

Swanbrook Road, Inverell

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## Purpose of this Booklet

The purpose of this booklet is to inform Year 11 students and their parents of the assessment guidelines & requirements for the RoSA (Record of School Achievement) credential.

This document outlines the Macintyre High School assessment policy and procedures which will be followed in producing a grade for the Preliminary component of the RoSA. This document has been written in accordance with NESA guidelines as outlined in the Assessment, Certification and Examination Manual. For more information about NESA requirements, please see <https://educationstandards.nsw.edu.au>

## Satisfactory Completion of a Course

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 satisfied the following course completion criteria:

- **followed** the course developed or endorsed by the Board;
- **applied** themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course by the school;
- **achieved** some or all of the course outcomes; and
- make a **genuine attempt** in assessment tasks which contribute in **excess of 50% of the available marks**.  
The completion of assessment tasks worth exactly 50% is not sufficient.

While NESA does not mandate attendance requirements, Principals may determine that, as a result of absences, the course completion criteria (see above) may not be met. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. The school will give students early written warning of the consequences of absences in terms of course completion criteria.

If at any time it appears that a student is at risk of being given an '**N**' **determination** (non-completion of course requirements) in any course, the school will warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the **problem to be corrected**. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements for any Course cannot be regarded as having satisfactorily completed that Course and the Principal will apply the '**N**' determination. Where a student receives an '**N**' determination in a Course, that Course will not appear on the Student's Record of School Achievement. In some cases the student may not then meet the pattern of study requirements and hence be ineligible for the award of the HSC.

As with all other Preliminary courses, students undertaking **VET courses** may be deemed to have either completed or not completed requirements. The course completion criteria listed above form the basis for this decision. If a student fails to undertake any mandatory work placement component it may be determined that the student has not made a genuine attempt to complete the course requirements and an '**N**' determination may be made. If at any stage a student appears to be at risk of receiving an '**N**' determination in a VET course the Principal will follow the same procedures as for any other Preliminary course.

# The Assessments

For the Preliminary courses, assessments compile progressively during Terms 1, 2 & 3 of the year.

The assessments will:

- enable a wide range of syllabus outcomes to be assessed;
- enable measurements and observations to be made throughout the course;
- reflect the variety of components to be measured. These components are the skills and knowledge which students are expected to acquire during the course;
- reflect the different weightings for each component; and
- show the relative value of each task.

Continuing assessment provides an opportunity for the student to demonstrate diligence and sustained effort and demonstrate the completion of course outcomes. It also provides opportunities to be assessed through a wide range of tasks as well as preparing for the HSC examination.

Measuring achievement at points during the course can provide a better indication of student achievement than a single examination. It increases accuracy of the final assessment of each student's achievement by using multiple measurements.

There will be only THREE tasks of various types with only ONE being able to be a formal examination to encourage variation in assessment procedures.

## Subject Schedules

Each faculty has prepared an assessment schedule for each of the courses it offers. These schedules indicate:

- the components which will be assessed;
- the weightings of the components;
- the specific tasks which make up the assessment schedule;
- the number of tasks for each subject;
- the approximate time when the tasks will be administered; and
- the relative values of each task.

**All students will be required to sign a FORM (given to the Principal) indicating they have read the contents of this assessment booklet and received all relevant assessment details and schedules for all subjects in which the student is enrolled. This usually happens during the Study Skills day.**

## Timing of Assessment Tasks

Subject schedules set out the approximate dates for each task. Generally, at least two weeks' notice of a task should be given by your class teacher in writing showing;

- the exact assessment task date;
- the nature/description of the task;
- the topic areas to be assessed;
- related syllabus outcomes, and
- marking criteria and weightings for each of these.

Students will be expected to sign a receipt sheet when the task is issued. Variations to dates for assessment tasks must be negotiated when the task is handed out (min. of two days notice still applies) and approved by the Head Teacher/ Principal.

In addition, there will be one 'task free zone'. This will be a period of five school days before the Preliminary exit exam in Term 3, where tasks will not be required to be submitted.

It is the student's responsibility to be alert to the notification of tasks and if absent from school check with the class teacher as the time approaches for tasks as shown on the schedules. Generally, students should only have one task per day to complete at school. Tasks set as assignments or research may form a second task. Students should alert their teachers where there is more than one task scheduled on any one day so that staff can negotiate alternative due dates if possible.

## Invalid or Unreliable Assessment Tasks

Where the Head Teacher determines that an assessment task produces an invalid or unreliable (e.g. does not differentiate students) an additional task will be set, but this very rarely occurs. The marks from the invalid or unreliable task will not be discarded.

## Completion of Tasks

- Students who **complete** all aspects of the task and submit it on or before the due date are eligible for the full mark allocated to the task;
- Students who **attend** an assessment task which is to be completed at school are eligible for the full mark allocated to the task;
- Students who **fail to submit** an assessment task by the due date will be given **zero** if they have no valid reason;
- Students who **fail to attend** an assessment task which is to be completed at school, but who **have a valid reason** must be given an opportunity to do the task or an equivalent task at a later date. In exceptional circumstances an estimate may be given. These students are eligible for the full mark;
- **Responses** to tasks will need to be considered **genuine and serious attempts**.  
A non-serious attempt is where a student writes a response that is offensive and/or irrelevant to the task or is considered a non-attempt ie where a student's effort is below a minimum standard [this includes instances where a student only attempts the **multiple choice questions** in a task].
- Teachers who determine an assessment task or examination response to be a non-serious attempt will refer the student's work to a panel, which will include the Head Teacher of the Faculty, the Deputy Principal and other relevant staff.
- Students who submit a task judged by the Panel to be a **non-serious attempt** may be given a **zero mark** for all or part of the task.
- Where a task or examination is deemed to be a **non-serious attempt** by the panel, an "N" warning will be issued and the student will be required to resubmit a genuine attempt at the task or examination.
- **Valid reasons** for **lateness** in submitting a task, or applications for **an extension of time** to submit a task must be explained by submitting a **Special Consideration/Illness/Misadventure** form (also called Appendix A). You must submit independent evidence from a medical professional or some other person qualified to comment on your claim/application.
- Procedures for N-determination Award flowchart are outlined in Appendix B.

## Submission of Tasks

Assessment tasks due to be handed in on a specific date must be handed to the **Faculty Staffroom** by **9:00am [Telstra time]** on the due date. Students must sign the register to indicate that the task has been submitted. Any later and the task is deemed to be late. In-class tasks must be handed in at the conclusion of the time allotted for the task.

Students are strongly encouraged to **submit** tasks **the day before it is due** to their classroom teacher. Please note:

- Tasks submitted late ie after 9:00am on the due date will receive zero marks.
- Where a student is absent from a task to be completed at school, the student should contact the school and the Head Teacher or class teacher who will be advised of the absence. **On the first day of their return** to school the student should collect an Appendix A form from the Head Teacher or class teacher, complete the form and attach a medical certificate or other requested information and return the form to the Head Teacher or class teacher. A zero mark will be awarded if this process is not followed. The Head Teacher will consider the Appendix A and make a recommendation to the Deputy Principal. If the Head Teacher recommends that the student should be allowed to do the original task or a substitute task, the student can be required to sit for the task **immediately**.
- Assessment Tasks can be submitted **electronically**, but need to meet all the requirements outlined above, i.e. submitted before 9:00am. It is the sole responsibility of the student to make sure that tasks are submitted on time and in a readable format. Technical difficulties are not grounds for an extension in time or resubmission of the assessment task. If emailing students must also forward a copy to the schools' email address [Macintyre-h.school@det.nsw.edu.au](mailto:Macintyre-h.school@det.nsw.edu.au) or the class teacher and request a **Read Receipt** on the email. What is received in by the due time, is what will be marked. A hard-copy of the assessment task should be submitted by the student to the class teacher for marking purposes [no additional material will be considered for marking ie only the latest version submitted by due time/date will be marked].

## Extensions

- Students who are **unable to submit** an assessment task by the due date, but who **have a valid reason** should be allocated an extension of time. These students are eligible for the full mark and must submit an Appendix A; and
- Where a student knows they will be absent from school on the day a task is due, they should make every effort to submit the task before the due date. If this is not possible, or their work is affected by illness or misadventure, the student should collect an Appendix A, complete it, attach supporting documentation and return it to the Head Teacher or class teacher. The Head Teacher will consider the Appendix A and make a recommendation to the Deputy/Principal about an extension of time.
- Students who are on work placement need to make arrangements to submit any due tasks on or prior to the due date. Work placement is **not** a valid reason for the late submission of tasks.
- In class assessments that are timed to occur during work placement should be rescheduled with the class teacher prior to commencing work placement using the appropriate form (Appendix A).

## Legitimate Absences

Where students are absent because of genuine ill health or misadventure they will not be disadvantaged as a result of these procedures. The policies outlined are designed to prevent students from gaining an unfair advantage over others by late submission of work. While illness may be acceptable on occasions as a reason for late submission of an assessment task it cannot be used as a reason for non-completion of tasks.

## Notification of Parents/Caregivers

Where students have failed to meet procedures parents will be notified in writing.

## Malpractice

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

- Copying someone else's work in part or in whole and presenting it as their 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's work and presenting it as your own.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone to write or prepare material for you.
- Breaching published school examination rules.
- Using non approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.

Students who cheat in any way; plagiarize, make a non-serious attempt, or truant from an assessment task to gain an unfair advantage (e.g. truant in order to prepare for or finalise an assessment task) will score a **zero mark** for part or the whole of the assessment task. A record will be made in the school's malpractice register and submitted to the NSW Educational Standards Authority.

## Feedback

Meaningful feedback will be provided after each assessment task about the assessment mark and ranking. Students may seek further advice from their teachers about aspects of their task which were not awarded full marks and may request guidance towards improving future performance.



## School Based Appeals Process (also applies to VET courses)

- Where students are dissatisfied with their assessment mark they should approach the class teacher in the first instance. This should be done immediately after the return of the task;
- Where students are dissatisfied with any aspect of the assessment process or the response of the class teacher they should appeal to the Head Teacher; and
- Where students are dissatisfied with the decision of the Head Teacher they should appeal to the Principal who will convene a meeting with the Year Adviser and another Head Teacher. In the case of VET, the Tamworth Office's VET consultant may be included to represent the RTO.
- Decisions of the Appeal Panel will be conveyed to the student in writing setting out the reasons for the decision.

## GRADING

The Common Grade Scale shown below is used to report student achievement (RoSA) in the Preliminary Stage 6 year in all NSW schools. Grades will be determined by marks received from the three assessment tasks as scheduled in this booklet for each subject.

The Common Grade Scale describes performance at each of five grade levels as determined by NESA.

**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.



## AWARDING GRADES

Schools are responsible for awarding each student who completes a Stage 5 course or a Stage 6 Preliminary course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's RoSA or HSC Record of Achievement.

Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

Students with special education needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. These are available for a selection of courses on the [RoSA website](#) (Stage 6 Preliminary).

## VET

- To be awarded a ROSA in any VET framework, students must have satisfied requirements of their 120/240 hour course, including completion of 35 hours work placement.
- For further information see Appendix C.

## Life Skills

Students undertaking Life Skills courses will study selected outcomes and content informed by a collaborative curriculum planning process. Assessment should provide opportunities for students to apply their knowledge, understanding and skills to a range of situations or environments. Students undertaking Life Skills courses are not required to complete formal assessment tasks. Teachers are best able to determine the progress of the student.

Students may demonstrate achievement in relation to Life Skills outcomes independently, with adjustments or with support. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

Additional Life Skills information about eligibility, programming, planning and assessment is available on the NESA website.

## Special Provisions

It is a requirement under the Disability Standards for Education Act (2005) for schools to ensure that students with special education needs can access and participate in education on the same basis as other students. Some students with special education needs will require adjustments to assessment practices in order to demonstrate what they know and can do in relation to syllabus outcomes and content.

These may include:

- adjustments to the assessment process. Some examples include additional time, rest breaks, the use of a

- reader and/or scribe or specific technology
- adjustments to assessment activities. Some examples include rephrasing questions, using simplified language or alternative formats for questions
- alternative formats for responses. Some examples include writing in point form instead of essays, scaffolded structured responses, short objective questions or multimedia presentations.

Schools are responsible for any decisions about adjustments to course work and formal school-based assessment tasks throughout Year 11 and Year 12. To access adjustments for the HSC examinations, an application for Disability Provisions must be submitted to NSW Education Standards Authority (NESA). Providing adjustment does not restrict a student's access to the full range of grades or marks. Examples of adjustments to assessment for students with special education needs can be found in course support materials. Additional advice is available on the NESA website.

## ANSWERS TO SOME IMPORTANT QUESTIONS

### **When will assessment begin?**

The school's Preliminary HSC Assessment Program will commence at the beginning of Term 1, and will conclude in Term 3.

### **How much notice will be given of each task?**

The Calendar of Preliminary assessment tasks (provided in this booklet) provides students with an area to record the schedule of assessment tasks for the subjects they are studying. Teachers in each subject will provide additional notice where applicable at least two weeks prior to the assessment task using the Macintyre High School standardised assessment pro-forma. Where there is sufficient reason for the school to change the assessment date, students will be given adequate notice of the revised date.

### **When and where do you hand a task in?**

Assessment tasks may be handed in early to the classroom teacher. On the due date, students are to hand assessment tasks in to the appropriate Faculty Staffroom before 9:00am. The student must sign the confirmation sheet that the task has been submitted.

### **What happens if you are ill or unable to complete a task for some reason?**

Students are expected to perform all the tasks which are part of their assessment program. The Preliminary Assessment will not compensate for factors such as extended illness, misadventure or domestic problems that might affect the preparation or performance of a student throughout the course. If a student is absent or unable to complete an assessment task for some valid reason it is the student's responsibility to approach the class teacher **immediately after the absence** to make appropriate arrangements to do the task in the shortest possible time frame [preferably the first day of return] and submit the completed relevant paperwork ie Appendix A. A medical certificate must be provided in the case of illness.

If the Head Teacher and the class teacher consider that the student had sufficient reason (supported by medical certificate) for not attempting or completing the task, a substitute assessment task will be arranged. Where a student does not complete the substitute task, a zero mark will be recorded for this task. In exceptional circumstances, where giving a substitute task may be unreasonable, difficult to arrange or not feasible, the Principal or delegate, may authorise that an estimate is given for this task. Where students **take the day of the assessment task away from school or arrive late** because they are finishing the task, it will be deemed that they have deliberately advantaged themselves over the other students and will be awarded a zero mark.

### **What if you know in advance that you will be absent?**

If a student knows that they will be absent with sufficient reason (e.g. a funeral or an operation), then the student should explain the circumstances in writing before the absence to their class teacher. In this situation a substitute assessment task may be arranged. (See applications for special consideration or extension for an assessment task).

### **What if you have been absent from school 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 with that 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 Head Teacher an Appendix A form.

**How many assessment tasks must you do?**

Students must complete all their Preliminary assessment tasks. If students fail to complete assessment tasks that make up 50% or more of the total assessment marks in a course, they will be deemed to not have completed the course.

**What happens if you hand work in late?**

Unless a student provides a doctor's certificate for late submission of an assessment task, supported by a written statement or contact from a parent or guardian, a zero mark will be recorded. Each case will be individually looked at by the assessment panel. However the teacher will assess the work.

**What if my computer crashes or the email doesn't send?**

Any technical difficulties are your responsibility and cannot be used for an extension of time or resubmission of the assessment task. It is really important that you keep multiple back-ups of your work. The rule of three backups: USB, Home computer and cloud storage (school server, Google Drive, One Drive, iCloud) is strongly recommended.

It is strongly advised that if you wish to submit an assessment task by email, that you do so the night before it is due. This is to allow you time to address any technical difficulties should they arise. When submitting by email forward a copy to the school's email address [Macintyre-h.school@det.nsw.edu.au](mailto:Macintyre-h.school@det.nsw.edu.au), as well as the class teacher and request a *Read Receipt* on the email.

**What about students who get outside help or copy other people's work?**

A zero mark will be recorded as penalty for copying, plagiarism, cheating or disturbance in an examination. A record of the malpractice will be made and forwarded to NESA.

**What if you do not make a serious attempt?**

If you do not make a serious attempt in an assessment task, or you produce irrelevant or offensive material, you will be awarded a zero mark. Only attempting the multiple choice section of an assessment task is considered a non-serious attempt. Each case will be considered by the teacher in consultation with the Head Teacher.

**Remember**

It isn't a case of good luck with Assessment. Your Preliminary Assessment mark and RoSA will be determined by the amount of effort that you apply to your studies in each subject. The Subject Assessment guidelines provide general information about preliminary Assessment in each subject. Each subject will provide more specific information to students.

# **Copies of individual assessment schedules**

Aboriginal Studies Year 11 [Preliminary Course]		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 2 WEEK 7	TERM 3 WEEK 7	TERM 3 WEEK 9	
COMPONENTS (SYLLABUS)	WEIGHTINGS (SYLLABUS)				
		Country & Dreaming Essays	Local Community Case Study	Course Examination	
Knowledge and understanding of the course content	40%	10	5	25	
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15%	5	5	5	15%
Research and inquiry methods, including aspects of the Local Community Case Study	20%	5	15	0	20%
Communication of information, ideas and issues in appropriate forms	25%	5	10	10	25%
MARKS	100%	25%	35%	40%	100%

ADVANCED ENGLISH YEAR 11 2020 @8/5/2020 COVID19		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 1 WEEK 8	TERM 2 WEEK 9	TERM 3 WEEK 9	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	EA12-1,EA12-2 EA 12-3,EA 12-5 EA 12-6, EA 12-7	EA12-1,EA12-3 EA12-5,EA12-6 EA12-8	EA12-2,EA12-3 EA12-4,EA12-5 EA12-7,EA12-9	
	WEIGHTINGS (SYLLABUS)	Common Module Reading to Write Creative Writing	Module A Shakespeare Graphic Essay (Multimodal)	Exit Examination Common Module Close Study of Text	
Knowledge and understanding of course content	50%	15	20	15	50%
Skills in responding to texts and communication ideas appropriate to audience, purpose and context across all modes	50%	15	20	15	50%
<b>MARKS</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>



Preliminary Advanced Mathematics		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 2 WEEK 8	TERM 3 WEEK 6	TERM 3 WEEK 10	
COMPONENTS (SYLLABUS)	SYLLABUS REFERENCE	F1.1, F1.2, F1.3, F1.4, T1.1.	F1.1, F1.2, F1.3, F1.4, T1.1, T1.2, E1.1, E1.2, E1.3, E1.4, C1.1, C1.2, C1.3, C1.4, S1.1, S1.2	F1.1, F1.2, F1.3, F1.4, T1.1, T1.2, E1.1, E1.2, E1.3, E1.4, C1.1, C1.2, C1.3, C1.4, S1.1, S1.2	
	OUTCOMES	MA11-1, 2, 3, 8, 9	MA11-1 -> 11	MA11-1 -> 11	
	WEIGHTINGS (SYLLABUS)	In class combined topic test  - utilising handwritten Learning Logs	Assignment/ Portfolio - of individually created Learning Logs on each topic [1 page/topic from whole course] together with 15 identified “weak” areas of additional work to develop skills/fluency	Yearly Examination  — HSC questions & format	
Concepts, skills and techniques	50%	15	15	20	50%
Reasoning and communication	50%	15	15	20	50%
MARKS	100%	30%	30%	40%	100%

PRELIMINARY AGRICULTURE		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 2 WEEK 7	TERM 2 WEEK 9	TERM 3 WEEK 10	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	P1.1, P2.1,P2.3, P3.1, P5.1	P2.1, P3.1, P5.1	P1.1, P2.1, P2.2, P3.1, P4.1, P5.1	
	WEIGHTINGS (SYLLABUS)	Farm case study	Experimental Design Task	Yearly Examination	
Knowledge and understanding of course content	40%	10	10	20	40%
Knowledge, understanding and skills required to manage agricultural production systems	20%	15	10	15	40%
Skills in effective research, experimentation and communication	20%	5	10	5	20%
MARKS	100%	30%	30%	40%	100%

Ancient History Year 11 2020 @ 8MAY COVID		TASK 1	TASK 2	TASK 4	TOTAL
		TERM 1 WEEK 8 Source analysis Investigating	TERM 2 WEEK 10 Research and Presentation	TERM 3 WEEK 10 Exit Examination	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	AH11-6 AH11-7 AH11-9 AH11 -10	AH11-3 AH12-4 AH11 5 AH12-6 AH11-8 AH 11 -9	AH11-1 AH11-2 AH11-4 AH11-6 AH11-7 AH11-9	
	WEIGHTINGS (SYLLABUS)				
Knowledge and understanding of course content.	40%	15	5	20	
Historical skills in the analysis and evaluation of sources and interpretations	20%	10		10	20%
Historical inquiry and research	20%		15	5	20%
Communication of historical understanding in appropriate forms	20%	5	10	5	20%
<b>Total</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

Biology Year 11 2020		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 1 ongoing	TERM 2 WEEK 9-10	TERM 3 WEEK 9	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	BIO11-1 BIO11-2 BIO11-3 BIO11-4 BIO11-5 BIO11-6 BIO11-7	BIO11-2 BIO11-5 BIO11-6 BIO11-7 BIO11-8	BIO11-4 BIO11-5 BIO11-6 BIO11-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
	WEIGHTINGS (SYLLABUS)	Depth Study	Enzyme Data analysis	Exit Examination	
Skills in Working Scientifically	60%	20	20	20	
Knowledge and understanding	40%	10	10	20	40 %
MARKS	100%	30 %	30 %	40 %	100%

Assessment Events for Certificate II in Business Services BSB20115			Event 1	Event 2	Event 3	Event	Event
			WHS	Job application & business letter	Finance & Spreadsheets	Work Placement 1*	Preliminary Yearly Exam*
			Week 7 Term 2	Week 10 Term 2	Week 10 Term 3	TBA	Week 9-10 Term 3
Event	Code	Unit of Competency					
WHS	BSBWHS201	Contribute to health and safety of self and others	X			X	X
	BSBITU211	Produce digital documents					
	BSBITU307	Develop keyboarding speed and accuracy					
Working in a Business environment	BSBIND201	Work effectively in a business environment		X		X	X
	BSBITU211	Produce digital documents					
	BSBITU307	Develop keyboarding speed and accuracy					
Finance and spreadsheets	BSBITU212	Create and use spreadsheets			X	X	X
	TLIP2029	Prepare and process financial documents					

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Business Services BSB20115 or a Statement of Attainment towards Certificate II in Business Services BSB20115.

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

This means a course mark is not allocated.

Business Studies Year 11 2020		TASK 1	TASK 2	TASK 3	TOTAL
		Term 2, Week 7	Term 3, Week 6	Term 3, Week 9	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10	
	WEIGHTINGS (SYLLABUS)	Case Study Business Management	Small Business Plan Business Planning	Exit Examination	
Knowledge and understanding of course content	40	5	15	20	
Stimulus-based skills	20	10		10	20
Inquiry and research	20	10	10		20
Communication of business information, ideas and issues in appropriate forms	20		10	10	20
MARKS	100%	25	35	40	100%

Chemistry Year 11 2020		TASK 1	TASK 2	TASK 3	TOTAL
		Ongoing Practical	TERM 2 WEEK 8	TERM 3 WEEK 10	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	CH 11/12-1	CH 11/12-1 CH 11/12-4 CH 11/12-5 CH 11/12-6 CH 11/12-7 CH 11/9	CH11/12-1 to CH11/12-7 And CH 11-8 to CH 11-11	
	WEIGHTINGS (SYLLABUS)	Practical work Best 6 practicals	Depth Study	Exit Examination	
Skills in Working Scientifically	60%	20	30	10	
Knowledge and Understanding	40%	10	10	20	40%
MARKS	100%	30%	40%	30%	100%



Community and Family Studies (Updated 20/05/2020)		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 2 WEEK 10	TERM 3 WEEK 5	TERM 3 WEEK 10	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	P2.1 P2.3 P4.2	P3.1 P4.1 P4.2	P1.1, P1.2, P2.1, P2.3, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	
	WEIGHTINGS (SYLLABUS)	Leadership Interview/ Research Task	Family Structures Essay	Yearly Examination	
Knowledge and understanding	40%	10	15	15	40%
Skills in critical thinking, research methodology, analysing and communicating	60%	20	20	20	60%
MARKS	100%	30%	35%	35%	100%

<b>Construction Pathways</b>  <b>Assessment Events for</b>  Certificate II in Construction Pathways CPC20211		Event 1	Event 2	Event 5		Exit Examination	Work Placement 1
		Carpentry Field	Workplace communication	Construction Project	Holistic		
		Week 10 Term:3	Week: 7 Term:2	Week: 10 Term:3	Ongoing	Week: 10 Term:3	Week: 6 Term:2
Code	Unit of Competency						
CPCCCA2011A	Handle carpentry material	X		x			
CPCCCA2002B	Use carpentry tools and equipment						
CPCCJN2001A	Assemble components						
CPCCJN2002B	Prepare for off-site manufacturing processes						
CPCCCM1012A	Work effectively and sustainably			x	X		
CPCCCM1013A	Plan and organise work						
CPCCCM1015A	Carry out measurements and calculations						
CPCCCM2001A	Read and interpret plans and specifications						
CPCCOHS2001A	Apply OHS requirements, policies and procedures						
CPCCCM1014A	Conduct workplace communication		X	x			X

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II in Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II in Construction Pathways CPC20211.

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or BOSTES reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

Design and Technology Year 11 2020		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 1 WEEK 8	TERM 3 WEEK 5	TERM 3 WEEK 9-10	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3	
	WEIGHTINGS (SYLLABUS)	Design Task	Preliminary Project	Exit Examination	
Knowledge & understanding of course content	40%	10	10	20	40%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%	20	30	10	60%
<b>MARKS</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

<b>Drama Year 11 2020</b> @COVID-19 1/7/2020		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 1 WEEK 8	TERM 2 WEEK 9	TERM 3 WEEK 9	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	P1.1, P1.2, P1.5, P1.7, P2.1, P2.4, P2.6	P3.1, P3.2, P3.3, P3.4	P1.1, P1.4, P1.8 P2.5 P2.2 P2.4 P1.4, P1.5, P3.1, P3.2	
	WEIGHTINGS (SYLLABUS)	Performance: Improvisation, Play building and Acting	Presentation of Theatre Styles	Elements of Production/ IP	
Making	40%	20	-	20	40%
Performing	30%	20	-	10	30%
Critically Studying	30%	-	30	-	30%
MARKS	100%	40%	30%	30%	100%

ENGLISH STUDIES YEAR 11 2020 @8/5/2020 COVID		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 1 WEEK 8	TERM 3 WEEK 4	TERM 3 WEEK 9/10	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	ES11-1, ES11-3, ES11-4, ES11-6, ES11-7, ES11-8, ES11-9	ES11-3, ES11-4, ES11-6, ES11-7, ES11-9	ES11-3, ES11-5, ES11-6, ES11-8	
	WEIGHTINGS (SYLLABUS)	English in the Workplace  Extended Response – Focus on Ethics	Cross Course Texts  Portfolio Task	Exit Examination	
Knowledge and understanding of course content	50%	15	20	15	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15	20	15	50%
<b>MARKS</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

Exploring Early Childhood Year 11 2020		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 2 WEEK 9	TERM 3 WEEK 2	TERM 3 WEEK 6	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	1.1 1.4 2.1 6.1	1.4 1.5 6.2	1.3 2.4	
	WEIGHTINGS (SYLLABUS)	Core A, B and C (compulsory units)  Open Book Quiz	Food and Nutrition  Project design	Play and the Developing Child Research task	
Knowledge and understanding	40%	15	20	15	50%
Skills	60%	20	10	20	50%
MARKS	100%	35%	35%	35%	100%

Preliminary Extension One Mathematics		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 2 WEEK 7	TERM 3 WEEK 6	TERM 3 WEEK 10	
*	SYLLABUS REFERENCE	F1.1, F1.2, F1.3, F1.4, A1.1, A1.2	F1.1, F1.2, F1.3, F1.4, F2.1, F2.2, C1.1, C1.2, C1.3, T1.1, T1.2, A1.1, A1.2	F1.1, F1.2, F1.3, F1.4, F2.1, F2.2, C1.1, C1.2, C1.3, T1.1, T1.2, A1.1, A1.2	
COMPONENTS (SYLLABUS)	OUTCOMES	ME11-1, 2, 5, 6, 7,	ME11-1 -> 7	ME11-1 -> 7	
	WEIGHTINGS (SYLLABUS)	In class combined topic test utilising hand-written Learning Logs	Assignment/ Portfolio - of individually created Learning Logs on each topic [1 page/topic from whole course] together with 15 identified "weak" areas of additional work to develop skills/fluency	Yearly Examination – HSC questions & format	
Concepts, skills and techniques	50%	15	15	20	50%
Reasoning and communication	50%	15	15	20	50%
MARKS	100%	30%	30%	40%	100%



FOOD TECHNOLOGY Year 11 2020		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 2 WEEK 10	TERM 3 WEEK 3	TERM 3 WEEK 9-10	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.1	P1.2, P2.2, P3.2, P4.1, P4.2, P5.1	P1.1, P1.2, P2.2, P4.2, P4.4, P5.1	
	WEIGHTINGS (SYLLABUS)	Nutrition Investigation & Preparation	Food Selection Alarm Task	Exit Examination	
Knowledge and understanding of course content	45%	5	10	30	40%
Knowledge and skills in designing, researching, analysing and evaluating	30%	15	15		30%
Skills in experimenting with and preparing food by applying theoretical concepts	25%	15	10		30%
MARKS	100%	35%	35%	30%	100%

**NESA COURSE: Hospitality Kitchen Operations  
SIT20416 Certificate II in Kitchen Operations**
**Preliminary 2020**
**Student Competency Assessment Schedule**

<b>Assessment Events</b> for Hospitality Kitchen Operations  <b>SIT20416 Certificate II in Kitchen Operations</b>		<b>Topic quiz</b>	<b>Event No. 1</b>	<b>Event No.7</b>	<b>Event No. 2</b>	Work Placement	Exit Examination*
		Online	Breaky Brunch	E-Portfolio check 1	Resource Management		
		These quizzes combined with event assessments will determine outcome of units	Date: Week: 9  Term 3 2020	Date: Week: 6  Term: 3 2020	Date: Week: 9  Term: 3 2020	Date: Week:  Term:	Date: Week:  Term:
<b>Code</b>	<b>Unit of Competency</b>						
SITXWHS001	Participate in safe work practices	Term 1 Wk 6	✓	Portfolio check and feedback on students skill and knowledge development			
SITXFSA001	Use hygienic practices for food safety	Term 2 Wk 7	✓				
SITXFSA002	Participate in safe food handling practices	Term 2 Wk 8					
BSBSUS201	Participate in environmentally sustainable work practices	Term 3 Wk 3			✓	✓	
SITHCCC002	Prepare and present simple dishes	Term 3 Wk 8					

The possible Preliminary qualification outcome is a Statement of Attainment towards a **SIT20416 Certificate II in Kitchen Operations**. Assessments are competency based. Students' will need to be able to consistently apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.

Industrial Technology Year 11 2020			TASK 2	TASK 3	TOTAL
			TERM 3 WEEK 8	TERM 3 WEEK 10	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES		P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1, P7.1	
	WEIGHTINGS (SYLLABUS)		Preliminary Project	Exit Examination	
Knowledge and understanding of course content	%		20	10	40%
Knowledge and skills in the management, communication and production of projects	%		20	30	60%
<b>MARKS</b>	<b>100%</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>

Information and Digital Technology (Web & Software Applications Stream) Preliminary Assessment Events for: Statement of Attainment towards ICT30115 Certificate III in Information, Digital Media & Technology		Event 1	Event 2	Event 3a	Event 3b	Preliminary Yearly Exam*	Work Placement 1*
		Establish my business	Planning my business	Business website			
		Term Week:	Term Week:	Term Week:	Term Week:	Week 10 Term 3	Week 9 Term 2
Code	Unit of Competency						
ICTICT203	Operate application software packages	X					
BSBWHS304	Participate effectively in WHS communication and consultative processes		X				
ICTICT202	Work and communicate effectively in an IT environment		X				
ICTICT301	Create user documentation			X			
ICTICT302	Install and optimise operating system software				X		
ICTSAS301	Run standard diagnostic tests				X		

The possible qualification outcome is a Statement of Attainment towards ICT30115 Certificate III in Information, Digital Media and Technology.

**\* Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”

Investigating Science Year 11 2020		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 1,2 and 3 Ongoing	TERM 2 WEEK 7	TERM 3 WEEK 9	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS11-8 INS11-9	INS11/12-1 INS11/12-4, INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9	INS11/12-4, INS11/12-5, INS11/12-6 INS11/12-7 INS11-8, INS11-9, INS11-10, INS11-11	
	WEIGHTINGS (SYLLABUS)	Practical Investigation Best 5 practicals Ongoing	Depth Study Modules 3 and 4	Exit Examination Modules 1-4	
Skills in working scientifically	60%	20	20	20	60%
Knowledge and understanding	40%	10	20	10	40%
<b>MARKS</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

Legal Studies Year 11 2020 Adjusted due to COVID 19		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 2 WEEK 8	TERM 3 WEEK 2	TERM 3 WEEK 10	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	P1, P2, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10	
	WEIGHTINGS (SYLLABUS)	Essay - The Legal System	Research Task - The Individual and the Law	Exit Examination	
Knowledge & understanding of course content	40%	10	10	20	40%
Analysis and evaluation	20%	5	10	5	20%
Inquiry and research	20%	10	10		20%
Communication of legal information, issues and ideas in appropriate forms	20%	5	10	5	20%
<b>MARKS</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

Modern History Year 11 2020		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 2 WEEK 7	TERM 2 WEEK 7	TERM 3 WEEK 9/10	
COMPONENTS (syllabus)	SYLLABUS OUTCOMES	MH11-6 MH11-7 MH11-9 MH11-10	MH11-2 MH11-4 MH11-6 MH11-8 MH11-9	MH11-1 MH11-3 MH11-5 MH11-9	
	WEIGHTINGS	Digital	Historical Investigation	Exit Examination	
Knowledge and understanding of course content	40%	20		20	
Historical skills in the analysis and evaluation of sources and interpretations	20%	5	5	10	20%
Historical inquiry and research	20%	5	15		20%
Communication of historical understanding in appropriate forms	20%	5	10	5	20%
<b>MARKS</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>	<b>100%</b>



Music 1 Year 11 2020		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 1 WEEK 7	TERM 2 WEEK 9	TERM 3 WEEK 8	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	P4, P5, P7, P8	P1, P4, P5, P6	P2, P3, P6, P7, P8	
	Nature of the TASK →	Aural Skills Responses to four aural excerpts using a range of concepts.	Performance and Viva Voce  Topics 1 and 2  Solo or ensemble performances and viva voce with reference to the use of the concepts within each of the two performances.	Composition Portfolio and Musicological Research  Topic 3  Composition portfolio and musicological research of stylistic features with detailed analysis of one aural excerpt within the focus area of the chosen topic.	
	WEIGHTINGS (SYLLABUS)				
Performance	25%		25		25%
Composition	25%			25	25%
Musicology	25%		15	10	25%
Aural Skills	25%	20		5	25%
MARKS	100%	20%	40%	40%	100%

Personal Development, Health and Physical Education Year 11 2020		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 2 WEEK 7	TERM 2 WEEK 10	TERM 3 WEEK 10	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	P1, P2, P3, P4, P6, P16	P8, P10, P11, P16, P17	P1 – P17	
	WEIGHTINGS (SYLLABUS)	Analytical / Research Task	Fitness Report	Exit Examination	
Knowledge and understanding	40%	10	15	15	40%
Skills in critical thinking, research methodology, analysing and communicating	60%	20	20	20	60%
<b>MARKS</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>	<b>100%</b>

PHOTOGRAPHY Year 11 2020		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 2 WEEK 10	TERM 2 WEEK 10	TERM 3 WEEK 7	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	M1-6	CH1-5	M1-6 CH1-5	
	WEIGHTINGS (SYLLABUS)	Digital Photography Series of Photos	Artist Statement & Research	Body of Work & Individual research	
Artmaking	50%	25		25	50%
Art Criticism and Art History	50%		25	25	50%
MARKS	100%	25%	25%	50%	100%

Year 11 Physics 2020(2)		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 2 WEEK 7	TERM 3 WEEK 1	TERM 3 WEEK 9	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-7 PH11-8	PH11/12-1 PH11/12-3 PH11/12-5 PH11/12-6 PH11/12-7 PH11-10	PH11/12-1 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
	WEIGHTINGS (SYLLABUS)	Practical Investigation Kinematics	Depth Study Practical Investigation and Report Waves and Thermodynamics	Examination	
Skills in Working Scientifically	60%	20	30	10	
Knowledge and understanding	40%	10	10	20	40 %
MARKS	100%	30 %	40 %	30 %	100%

<b>Primary Industries VET</b>  <b>Assessment Events for</b> <b>Certificate II in Agriculture</b> <b>AHC20116</b>			Event 1	Event 2	Event 3	Event 4	Event	Event
			CHEMICALS WEATHER	FEEDING WATERING	FENCING	LIVESTOCK	Examination	Work Placement 2*
			Week 7 Term 1	Week 10 Term 2	Week 10 Term 2	Week 6 Term 3	Week 10 Term 3	Week 4 Term 3
Cluster	Code	Unit of Competency						
Chemicals event 1	AHCCHM201 AHCPMG201	Apply chemicals under supervision Treat weeds	X	X			X	
Weather event 1	AHCWRK201	Observe and report on weather	X				X	
Fencing event 3	AHCINF202 AHCINF201	Install, maintain and repair fencing Carry out basic electric fencing operations	X	X	X			
Livestock Cluster Ag Event 4	AHCLSK202 AHCLSK204 AHCLSK205 AHCLSK206	Care for health and welfare of livestock Carry out regular livestock observation Handle livestock using basic techniques Identify and mark livestock	X	X		X	X	
Feeding & Watering Stock - Extensive Livestock Operations	AHCLSK211 AHCLSK209	Provide feed for livestock Monitor water supplies	X	X		X		

Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Agriculture (AHC20116) or a Statement of Attainment towards a Certificate II in Agriculture (AHC20116).

**The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.**

**\* Selected units only to be confirmed by your teacher.**

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Sport, Lifestyle and Recreation Year 11 2020		TASK 1	TASK 2	TASK 3	TOTAL
		Term 1 - 3	TERM 2 WEEK 8	TERM 3 WEEK 10	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	1.1, 1.3, 3.1, 4.1, 4.4	1.1, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2	1.1 – 4.4	
	WEIGHTINGS (SYLLABUS)	Practical – Participation/ Skills/ Fitness	Presentation Task	Exit Examination	
Knowledge and Understanding	50%	10	10	30	50%
Skills	50%	30	15	5	50%
MARKS	100%	40%	25%	35%	100%

Software Engineering Year 11 2020		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 1 WEEK 8	TERM 3 WEEK 3	TERM 3 WEEK 10	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	P1.1, P1.2, P2.2, P3.1, P4.1	P1.2,P4.1, P4.2, P4.3, P5.2, P6.2, P6.3	P1.1, P1.2,P1.3, P3.1, P5.1, P5.2, P6.1	
	WEIGHTINGS (SYLLABUS)	Minor Programming Project or Topic Test	Major Programming Project	Exit Examination	
Knowledge and understanding	%	5	5	5	15%
Design and development of software solutions	%	10	5	5	20%
Project management techniques	%	5	15	20	40%
Project(s)	%	10	15		25%
MARKS	100%	30%	40%	30%	100%

STANDARD ENGLISH Year 11 2020 @8/5/2020 COVID		TASK 2	TASK 3	TOTAL
		TERM 2 WEEK 9	TERM 3 WEEK 9	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	EN11-1 EN11-2 EN11-3 EN11-4 EN11-5 EN11-6 EN11-8 EN11-9	EN11-1 EN11-2 EN11-3 EN11-4 EN11-5 EN11-6 EN11-7 EN11-9	
	WEIGHTINGS (SYLLABUS)	Module A Graphic Essay (Multimodal)	Exit Examination Common Module Close Study of Text	
Knowledge and understanding of course content	50%	20	15	50%
Skills in responding to texts and communication ideas appropriate to audience, purpose and context across all modes	50%	20	15	50%
<b>Weighting</b>		<b>40%</b>	<b>30%</b>	



Preliminary Standard Mathematics		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 2 WEEK 10	TERM 2 WEEK 7	TERM 3 WEEK 10	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	MS11-1,2,3,4, MS11-6, MS11-9,10	MS11-2,5,6,9,10 MALS6-5,6,8,13,14	MS11- 1,2,3,4,5,6,7,8,9,10	TOTAL
	WEIGHTINGS (SYLLABUS)	Half Yearly Examination – 1 two sided handwritten A4 Learning Log	Take-home Research Assignment – Car/Driving	Exit Examination	
Understanding, fluency and communication	50%	15%	15%	20%	50%
Problem solving, reasoning and justification	50%	15%	15%	20%	50%
MARKS	100%	30%	30%	40%	100%

Textiles and Design Year 11 2020		TASK 1		TASK 3	TOTAL
		TERM 3 WEEK 1		TERM 3 WEEK 9	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	P1.1, P2.1, P2.3, P5.2, P6.1		P3.1, P3.2, P4.1, P5.1, P6.1	
	WEIGHTINGS (SYLLABUS)	Preliminary Project 1 - Design		Exit Examination	
Knowledge and understanding of course content	50%	10		30	50%
Skills and knowledge in the design, manufacture and management of textiles projects	50%	30			50%
<b>MARKS</b>	<b>100%</b>	<b>40%</b>		<b>30%</b>	<b>100%</b>

Visual Arts Year 11 2020		TASK 1	TASK 2	TASK 3	TOTAL
		TERM 1 WEEK 7	TERM 2 WEEK 9	TERM 3 WEEK 9	
COMPONENTS (SYLLABUS)	SYLLABUS OUTCOMES	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5	P1, P2, P3, P4, P5, P6	
	WEIGHTINGS (SYLLABUS)	What is Art Case Study	Body of Work Development of practical works and written presentation	Art Criticism and Art History	
Art Making	50%	10	20	20	50%
Art Criticism and Art History	50%	10	20	20	50%
MARKS	100%	20%	40%	40%	100%

# Macintyre High School

## Appendix A

Application for [tick appropriate bubble]:

- ☐ **Special Consideration** [min. notice of 2 days prior to due date]  
☐ **Illness/Misadventure** [complete and submit max. 2 days upon return date to school]  
variation to

**ASSESSMENT TASK      Formal Exam    Yes    No**

To be considered an application must be requested in writing 2 days before due date.

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

Course/Subject: \_\_\_\_\_ Course teacher: \_\_\_\_\_

Task: \_\_\_\_\_ Task Weight: \_\_\_\_\_ Date due: \_\_\_\_\_

Reason for variation: \_\_\_\_\_

Is the task an examination?    YES    NO    Circle ONE.

If not possible to fit the examination into the current examination timetable, then where \_\_\_\_\_ and when \_\_\_\_\_ will it occur?

In applying for this special consideration, I assure the principal that I am not seeking unfair advantage over other students in this course.

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

Parent Signature: \_\_\_\_\_

Please get the following teachers to complete and sign the following sections; then drop form at student office.

Course Teacher: \_\_\_\_\_ Variation is:    Granted    Refused

Head Teacher: (signature) \_\_\_\_\_ New date and time : \_\_\_\_\_

Year Adviser: \_\_\_\_\_

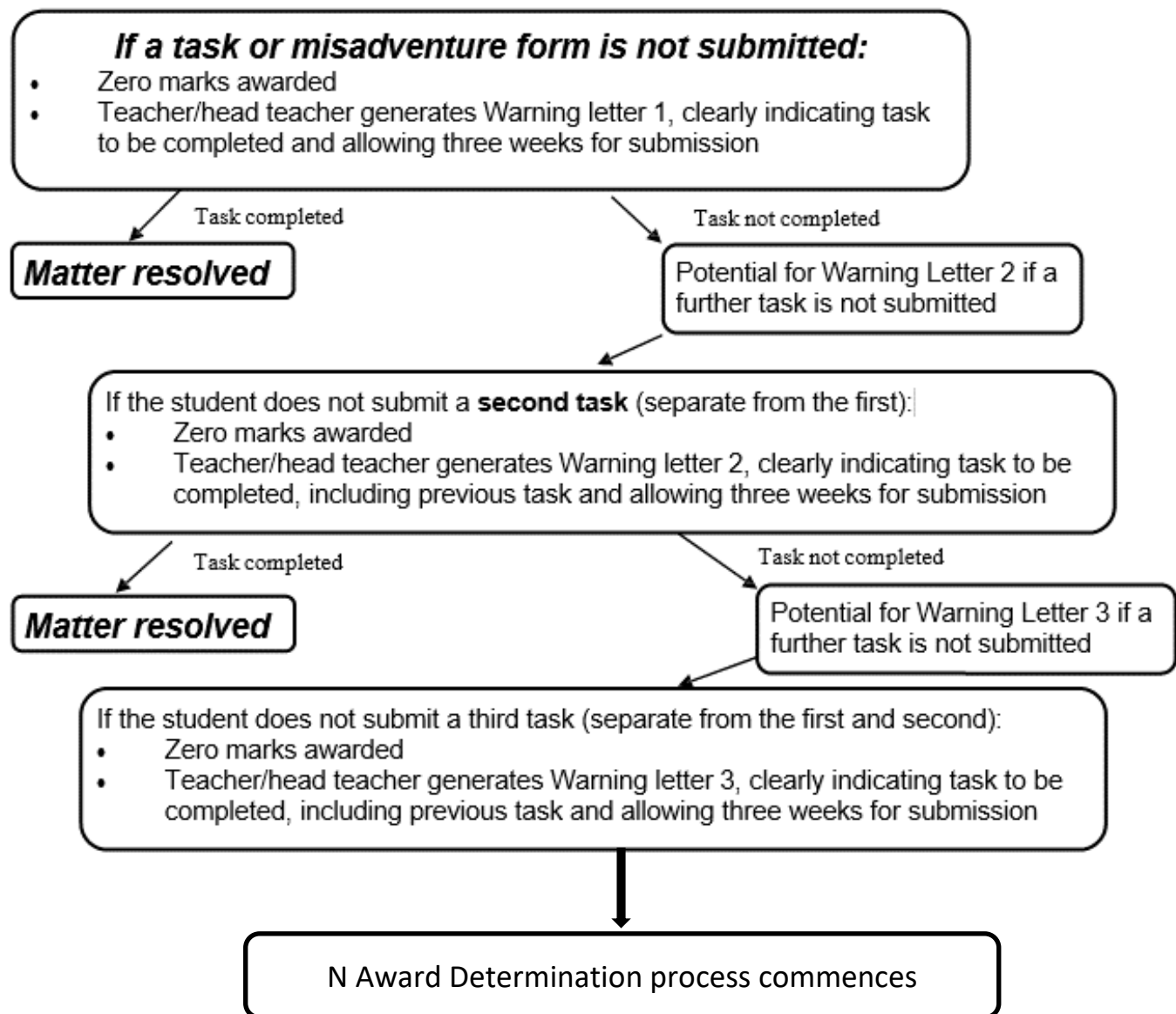
Principal/Principal Delegate: \_\_\_\_\_

**Drop completed form at Student Office – file in student folder.**

**If an exam – place one copy into examination box.**

## MACINTYRE HIGH SCHOOL Appendix B

Flowchart showing Procedures for N Award Warnings



# MACINTYRE HIGH SCHOOL Appendix C

## VOCATIONAL, EDUCATION & TRAINING COURSES

VET Industry Curriculum Frameworks offered at Macintyre High School include:-

SIT20312	Kitchen Operations
CPC20211	Construction
AHC20116	Primary Industries
ICA30111	Information, Digital Media and Technology
MEM20105	Metal and Engineering
BSB20115	Business services

### REQUIREMENTS OF VET COURSES IN PRELIMINARY AND RECORD OF ACHIEVEMENT

VET Courses are competency based. The Board of Studies and the Vocational Education and Training in Schools (VETIS) requires that for each student a competency based approach to assessment be used. The school will keep a record of the competencies achieved by students. For students to meet course requirements in a VET/Industry Curriculum Framework Course they must –

- Attend the course for the prescribed number of hours
- Demonstrate competency in the skills and knowledge relevant to their course. Students will be assessed as being competent or not yet competent against the performance criteria established in the training packages. Achievement of competence is recorded on the electronic BOS system and their school report; and:
- Meet the mandatory work placement requirement (70 hours in total)

For each of the VET courses the following will apply for Assessment:

- Competency based assessment will be used
- Students will be assessed **progressively** throughout the course
- Achievement of competencies will be recorded by the teacher.

For units of competency to be achieved students will need to meet

- a. **all** the assessment criteria for that unit of competency; and
- b. performance criteria as established by industry.

Failure to meet any or all of these course requirements may lead to an “N” award

Students wishing to have a VET/Industry Curriculum Framework included in their Preliminary will need to

- Have studied the course for 240 hours

- Meet **all** assessment criteria and course requirements. Students will need to present for the Preliminary Examination. This examination result is also used in the case of a lodgment for illness or misadventure appeal during the HSC as VET courses are 2 year courses.

### Students Recognition for Prior Learning (RPL) and Credit Transfer (RCC)

Students who are in paid employment or who have existing skills in areas of competency in the framework they are studying, may gain credit for these competencies if they can produce:

- Documentation from a recognised training authority or TAFE:
- References from previous employers; or
- Work samples.

To gain RPL a student must make a formal application to the Principal, showing evidence of their experiences using the form “Application for Recognition of Prior Learning”.

Should a student be deemed competent, then there is no need for the student to repeat the competency.

## Student Appeals against a determination of a competency

This guide describes the appeal process and your rights. You have the right to have your appeal dealt with confidentially, fairly, promptly and without fuss.

- You have the right to lodge an appeal against the assessment of your competency on the following grounds:
- The assessment process did not provide you with a fair and reasonable opportunity to demonstrate your competency.
- You were not informed in advance of the conditions and method of assessment.
- The process used was discriminatory in some way.
- You were ill at the time of assessment (must be supported by a medical certificate).  
The appeal must be lodged with the school within five working days of the actual assessment.
- The school must deal with your appeal within ten working days.
- An appeals panel appointed by the school is given responsibility to manage the appeals system. Refer to the HSC/Preliminary assessment policy for further information
- In response to your appeal the appeals panel may:
  - ~ interview any of the people involved in your assessment process
  - ~ request another assessor to review your case
  - ~ schedule another assessment
  - ~ uphold or reject your appeal at any stage.
- You have the right to have a support person of your choice during the appeals process to help you and to be your witness.
- The school must accurately document all appeals procedures and outcomes and provide you with copies.
- A student Assessment Appeals Form is included in this document.

## VET COURSE ASSESSMENT

All students undertaking a 240 hour Industry Curriculum Framework course will have ongoing competency based assessment which commences in the Year 11.

This process of assessment will be used for the award of an Australian Qualifications Framework Qualification and the Higher School Certificate.

To meet Course Requirement in the Industry Curriculum Frameworks students must have:

- ☐ Achieved a level of competency in the course.
- ☐ Completed the mandatory structured work placement components of 70 hours (over 2 years)

Students wishing to have an Industry Curriculum Framework course included as part of their ATAR must attempt the school based Trial Examination and the external HSC Examination. Failure to meet any or all of these course requirements may lead to an "N" award.

Note: Should students be in paid employment and are able to show competency against performance criteria for some of the modules being delivered, they can apply for consideration in meeting these competencies through a process called Recognition for Prior Learning. Application forms are available from the VET Coordinator. The following is an outline of each of the Industry Curriculum Framework Courses and the units of competency to be covered.

## VET COURSES

**All VET courses are required to follow Teaching and Assessment (TAS) document as outlined by the Registered Training Organisation (RTO).**

Students are also required to carry out 35 hours or one week of industry specific work placement.

Students will be assessed for the competencies using the following:

- Observation • Project • Simulation • Portfolio • Test/Examinations

Time	Task	Weighting
Term 3	Exit Examination	100%

# ASSESSMENT TASK CALENDAR

This is an overall assessment calendar for all courses offered at Macintyre High for Year 11. You will need to check that you do not have any clashes or too many due in the same week. Hopefully this will help you map your assessment tasks and assist in time management.

	Term 1	Term 2	Term 3
<b>Week 1</b>			
<b>Week 2</b>			
<b>Week 3</b>			
<b>Week 4</b>			
<b>Week 5</b>			
<b>Week 6</b>			
<b>Week 7</b>			
<b>Week 8</b>			
<b>Week 9</b>			
<b>Week 10</b>			



# GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents. Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

<b>Account</b>	Account for; state reasons for, report on. Give an account of. narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain /determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/ categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically</b>	Add a degree or level of accuracy, depth, knowledge and understanding, logic,
<b>(analyse/evaluate)</b>	questioning, reflection and quality to (analysis/evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationships between things evident; provide reasons why
<b>Extract</b>	Choose relevant and/or appropriate details
<b>Identify</b>	Recognise and name

<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reasons in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole