

Year 11

Assessment Schedule

2021



MACLEAN
HIGH SCHOOL



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RATIONALE

GROUP A:	English Extension 1	Work Studies	Mathematics Advance
	Mathematics Standard		

GROUP B:	Biology	Construction	Hospitality
	Modern History	PDHPE	Physics
	Business Studies	Music 1	

GROUP C:	English Advanced	English Standard	English Studies
	Mathematics Extension 1		

GROUP D:	CAFS	Geography	Investigating Science
	Legal Studies	Manufacturing and Engineering	Visual Arts

GROUP E:	Chemistry	Earth and Environmental Science	Industrial Tech - Timber
	IPT	Primary Industries	Sports Coaching
	Engineering Studies	SLR	

2021 CALENDAR | YEAR 11 Assessment Schedule

TERM ONE 2021

WEEKS	DATES	GROUPS	WORK PLACEMENT
1	27/01 - 31/01		
2	01/02 - 05/02		
3	08/02 - 12/02		
4	15/02 - 19/02		
5	22/02 - 26/02		
6	01/03 - 05/03		
7	08/03 - 12/03		
8	15/03 - 19/03	A	
9	22/03 - 26/03	B	
10	29/03 - 02/04	C	

TERM TWO 2021

WEEKS	DATES	GROUPS	WORK PLACEMENT
1	20/04 - 23/04	D	
2	26/04 - 30/04	E	Engineering Studies
3	03/05 - 07/05		
4	10/05 - 14/05		Hospitality – Food & Beverage
5	17/05 - 21/05		Hospitality – Food & Beverage
6	24/05 - 28/05		
7	31/05 - 04/06		
8	07/06 - 11/06	A	
9	14/06 - 18/06	B	Hospitality – Food & Beverage
10	21/06 - 25/06	C	Hospitality – Food & Beverage

TERM THREE 2021

WEEKS	DATES	GROUPS	WORK PLACEMENT
1	13/07 - 16/07	D	
2	19/07 - 23/07	E	Construction, Engineering Studies
3	26/07 - 30/07	JINDABYNE	Metal & Engineering Primary Industries – Agriculture
4	02/8 - 06/08		Primary Industries – Agriculture
5	09/08 - 13/08		
6	16/08 - 20/08		
7	23/08 - 27/08		
8	30/08 - 03/09		
9	06/09 - 10/09	EXAMS	
10	13/09 - 17/09	EXAMS	

If all is going well and you would like us to know or you have a concern and would like to deal with it before it becomes a major issue, the following provides an outline of points of contact.

- Head Teacher(s)—the names follow:

Head Teacher	Area of Responsibility in Preliminary
Ms Susan McLeod (Relieving)	English
Mrs Tanya Fisher	Mathematics
Mr Andrew Ford	Biology Physics Earth and Environmental Science Chemistry Marine Studies Primary Industries Agriculture
Ms Liza Hamilton	Geography Legal Studies Business Studies Ancient History Modern History Italian Aboriginal Studies Economics
Mr Justin Stewart	PDHPE Sport, Lifestyle and Recreation Studies Community and Family Studies Life Ready
Mrs Naomi Court (Relieving)	Special Provisions Life Skills Learning and Support Team
Mr David Innes	Construction Metal and Engineering Industrial Technology Hospitality Food Technology Engineering Studies Information Processing Technology
Mr Matt Fisher	Music Visual Arts Photography Video and Digital
Mrs Tania Kane	Attendance Wellbeing concerns
■ Year Adviser	Miss Donna Watts
■ Distance Education Coordinator	Ms Bruna Doma
■ VET Coordinators	Mrs Michelle Ellis
■ Careers Advisor	Ms Danielle Fisher
■ Deputy Principals	Mr Scott Dinham Mrs Linda Martin (Relieving) Mr Andrew Allen Mrs Tay Cone
■ School Counsellors	
■ Principal	Mr Greg Court

ASSESSMENT POLICY

Year 11 - 2021

Requirements for the Year 11 Record of Achievement

CREDENTIALS

The RoSA is provided to students who have completed Year 10 but who do not complete the Higher School Certificate (HSC).

For successful completion of the Year 11 course students need to:

- satisfactorily complete courses which comprise the pattern of study required by the NESA (NSW Education Standards Association)
- sit for and make a serious attempt at the requisite examinations.

SATISFACTORY COMPLETION OF A COURSE

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:

1. **Followed the course developed or endorsed by the NESA** - this means that students must attend classes, do the work set by the teacher, study the topics contained in the syllabus, hand in the work required including assessment and non-assessment tasks.
2. **Applied themselves with diligence and sustained effort** - this means that you must work consistently and demonstrate to your teacher that you have made sufficient effort throughout the course.
3. **Achieved some or all of the course outcomes** - this means actually doing the work, handing in the assignments and class work and being able to show that students have learnt something about the subject by achieving good marks.

N AWARD

If at any time it appears that a student is at risk of being given an "N" (Non-completion) determination in any course, the Principal must 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.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply for the "N" determination.

Students need to satisfactorily complete all courses by achieving all three indicators in every subject. If students are not committed to this they may not receive their HSC. The key issues in this section are attendance and effort.

ASSESSMENT POLICY

YEAR 11 COURSES

In cases of Non-satisfactory completion, an “N” determination will be submitted on the appropriate form. Courses which were not satisfactorily completed will not be printed on Records of Achievement and the student may not be permitted to continue to the HSC for that course.

Principals may allow a student who has received an “N” determination on the grounds of lack of application, to proceed to the HSC course provisionally while concurrently satisfying any outstanding Year 11 course requirements. Principals will be required to confirm, at the time of the HSC period, that the student has satisfactorily completed Year 11 course requirements.

Students who have received an “N” determination have a right of appeal.

IMPORTANT

Satisfactory completion of a course is largely determined by the student’s application in the **total range** of set tasks and experiences in that course.

The formal assessment tasks are only some of the assigned tasks.

YEAR 11 POLICY

This document outlines the general principles, purposes and rules of the Assessment Schedule and specific course requirements. It is important that it be read and understood.

Parents/Caregivers are encouraged to contact the school and discuss any part of this document or their son/daughter’s progress.

What is Assessed?

Assessment is the means by which a school determines the overall performance and rank order of students in each course studied for Year 11. This mark is based on set assessment tasks.

These assessment tasks are part of the total range of set tasks and experiences provided in each course.

What will be Assessed?

The Assessment will cover all syllabus objectives other than those relating to the development of subjective values, attitudes and interests. It will include the content and objectives currently measured by the external examination as well as others which are inappropriate for testing at such an examination.

Assessment tasks will consist of essays, tests, practical work, field work, oral presentations and similar appropriate items to improve the overall measurement of student performance in each course.

Schools are required to provide assessment for both NESA Developed Courses and NESA Endorsed Courses.

ASSESSMENT POLICY

Information to Students

The school will provide assessment information so that each student should know:

- What is to be assessed
- How it will be assessed
- When it will be assessed
- The relative value of each task

Detailed information relating to assessment tasks in each course will be given to students by the subject faculty concerned. Assessment schedules for all NESA Courses for the Year 11 Course are set out at the end of this policy statement. The schedule indicates the number and broad nature of tasks set, the method of assessment and the relative value of each task.

Assessment schedules for NESA Endorsed Courses are included.

Assessment at Maclean High School

Maclean High School has developed an assessment program for all the courses offered other than TAFE delivered courses. Since subjects are different there is a significant variation in the type, number and technique of assessment exercises in each. Faculties in the school have developed assessment policies incorporating all courses within their responsibility and which have been based upon:

- The General Guidelines, Support Document and the HSC Manual issued by the NSW Education Standards Association
- Relevant Syllabuses and subject guides
- Assessment Guidelines

A 2 Unit Year 11 course will have a maximum of three assessment tasks (including the yearly examination). An extension course in the same subject will have, in addition, a maximum of three tasks (including the yearly examination).

The yearly examination will normally be preceded by a non-assessment period of one week. The Principal reserves the right to vary this arrangement if teaching programs have been disrupted.

The NSW Education Standards Association expects students to undertake all assessment tasks. Tasks not submitted on the due date may result in a zero mark and noted as a 'non-attempt'. In the case of significant illness or misadventure a substitute task OR an estimate may be authorised by the Principal.

Oral Tasks

Where a student has an oral presentation within their assessment schedule, the following rules will apply:

- A student must be present at the first lesson that the task is scheduled. The normal rules of absence will apply. Students will be named at random for completion of the task. If the task continues for more than one lesson, names will be drawn at random. If a student is absent and their name is drawn then the student will receive a zero mark, unless normal absentee rules are applied.

ASSESSMENT POLICY

Disruption to Tasks

In the event of industrial stoppages, evacuations or any other occurrence that prevent an assessable task being completed on any particular day that task will be scheduled for the next available timetabled lesson in that subject.

Assessment tasks are an integral part of the Year 11 Course and the following procedure is to be followed in order to minimise the possibility of a student being awarded a zero mark for non-submission of a task by the due date.

- **Students who know in advance that they will be absent on the day of submission of or attempt at an assessment task, must approach their classroom teacher before the scheduled date for the task and provide the Illness/Misadventure appeal. Following consultation the reason may not be accepted as valid and can still result in a zero. Copy of the documentation will be held by the teacher, in their Year 11 Course Monitoring folder and the original in the student's file.**

Students who transfer from another school during the assessment period will be ranked:

- using available tasks completed at Maclean High School. Rankings from other schools or previous years have no significance or relevance.

In the event of a flood, wherever possible, students must check their emails so that any work posted by their teachers can be accessed and completed.

REPORTING ON STUDENT PROGRESS

Students attempting the Year 11 Course will be issued with a report at the beginning of Term 2 and a formal report at the end of Term 3.

The report will include an exam mark and progressive rank.

Where an examination or assessment task has not been completed for a genuine reason approved by the Principal, an estimate will be given and noted on the report.

The Year 11 report should show a cumulative result of assessments.

INABILITY OR FAILURE TO COMPLETE AN ASSESSMENT TASK

Staff will give a minimum of two weeks notice of the details of a task. When a student is absent from school it is their responsibility to determine what work has been missed and any other information such as task notifications and complete them as required. Students may appeal the zero mark awarded by completing an Illness/Misadventure Appeal form. If no appeal is made by the student then both student and parent will be informed in writing via a warning letter. The task will still have to be completed to resolve this warning letter.

If a result on a task has been affected for example by illness, the student must complete the Illness/Misadventure Appeal form. This needs to be supported by documentary evidence, such as a medical certificate and submitted to the appropriate Head Teacher for consideration.

Refusal to complete a task, and/or cheating, and/or late, and/or plagiarism will result in zero.

When zero marks (non-attempts) are obtained for the equivalent of more than 50% of the total assessment marks in a course the Principal will certify that the course has not been satisfactorily studied.

ASSESSMENT POLICY

Formal applications for extensions of time on tasks must be made **BEFORE** the day of the task in writing to the classroom teacher.

When a student is absent from an examination a medical certificate or other documentation must be provided to the relevant Head Teacher or Deputy Principal **immediately** upon the student's return to school. The examination will be re-scheduled within two days of the student's return or under exceptional circumstances at the discretion of the Principal.

Students are required to attend **all lessons** prior to the allocated assessment task period on the day of the assessment task. Attendance only for the assessment task will require prior permission from the Deputy Principal OR the Principal. Failure to follow this procedure will incur a zero penalty.

Students who display a pattern of absences, immediately prior to the day of assessment tasks, may be asked to explain their absence through an illness/misadventure appeal to avoid penalty.

When a student is absent on the day that an assessment task is to be submitted (eg research work, field work report, particular task, etc) and the work cannot be brought to school by another person, the student, immediately upon return to school, must submit:

- A Illness/Misadventure Appeal Form
- A medical certificate or other documentation to the Faculty Head Teacher
- The assigned work personally to the class teacher

Parents will be notified of missed assessment task(s) via Warning letters.

When a student is late to class for an assessment task they will be allowed to enter the room and attempt the task. No extension of time will be allowed.

In the event of a prolonged absence, consultation shall take place between student, teacher, Head Teacher and Deputy Principal to determine an acceptable assessment strategy.

Parallel classes are to have parallel tasks and parallel marking.

It is important that students do the best they can in all assessment tasks to give them the best possible result in their Year 11 Course. Students must make a commitment to complete all tasks to the best of their ability and to hand in all assessment tasks on time. Students must submit their own work.

Completion of tasks that do not count for Year 11 Assessment

Work done in class may not be directly related to an assessment task. Students are reminded that class work and assignments that are not Year 11 assessment tasks need to be completed. All class work and tasks are important because they relate to syllabus content and to the students full understanding of the course. As always, work set by teachers can and will be used in the final Year 11 examination.

It is the responsibility of each student to complete all class work, assignments, revision and research in addition to Year 11 assessment tasks.



MACLEAN HIGH SCHOOL

Woombah Street Maclean NSW 2463
Telephone 6645 2244 - Fax 6645 2819
Email - maclean-h.school@det.nsw.edu.au
Principal: Mr G. Court

ILLNESS-MISADVENTURE APPEAL

PROCEDURES FOR ILLNESS-MISADVENTURE

An illness-misadventure form is used when an assessment task is

- Not submitted on time
- Submitted incomplete
- During extra-ordinary circumstances such as a planned absence

Where a student experiences a misadventure, they should approach the faculty Head Teacher to obtain an Illness-Misadventure Appeal form. This must be done on the same day where possible or the next day of attendance including attendance at the next examination after the misadventure.

COMPLETING THE FORM

PART A: This section is to be completed by the student. Reasons for the Illness- Misadventure appeal must be documented in this section.

PART B: Relevant documentation (e.g. doctor's certificate, statutory declaration, other) must be attached. This section is signed by the student and parent/carer.

It is the student's responsibility to complete the Illness-Misadventure Appeal and return it to the relevant Head Teacher within **two school days** of the due date of the task. Late appeals may be considered but only in the event of exceptional circumstances

Students cannot submit an appeal on the basis of:

- difficulties in preparation or loss of preparation time
- long-term illness unless they are suffering a flare-up of the condition
- during the examination or assessment period
- misreading the examination timetable
- misreading assessment task or examination instructions
- other commitments such as participation in entertainment, work or sporting events, or attendance at examinations conducted by other institutions or organisations. Special consideration for changes to the scheduled date must be made in writing, addressed to the appropriate Head Teacher or Deputy and well in advance of the event.
- illness once the assessment paper is opened during the reading time, or after the examination commences.

PART C: The Head Teacher will make a recommendation, including awarding a zero mark; giving the same task at a later date; setting an alternative task; giving an estimate; or other options as determined by the Head Teacher. The form is submitted to the Deputy Principal.

PART D: If the appeal is supported by the Head Teacher (within policy guidelines), the Deputy Principal may uphold the appeal.

If the Deputy Principal dismisses the appeal, the Head Teacher will be advised. The Head Teacher informs the student of the outcome and of the option to request an Appeals Committee review.

PART E: The Appeals Committee shall be convened by the alternate Deputy Principal, and include the Head Teacher of another faculty and the Year Adviser.

The committee may;

- iv) uphold the appeal
- v) dismiss the appeal

The committee should communicate the outcome of the appeal to the student. This could include; an extension of time, a substitute task or an estimated mark.
All documents related to the appeal should be placed in the student's file.

ILLNESS-MISADVENTURE/CHANGE OF DATE APPEAL

Year 10/ Preliminary / HSC Assessment (Circle one)

PART A - TO BE COMPLETED BY STUDENT (Please return to the appropriate Head Teacher)

Name of Candidate:.....

Date:.....

Subject:.....

Course:

Assessment Task.....

Due Date:.....

Teacher:.....

Reasons for failure to meet requirements: (Please outline your reasons)

.....

PART B- DOCUMENTATION (Please attach evidence)

- | | | |
|--------------------------|-----|----|
| 1. Statutory Declaration | YES | NO |
| 2. Medical Certificate | YES | NO |
| 3. Other Documentation | YES | NO |

Student Signature:.....

Parent/Carer Signature:

PART C- TO BE COMPLETED BY THE FACULTY

Faculty Details / Actions:

..... H.T Signature: Date:.....

PART D- TO BE COMPLETED BY THE DEPUTY PRINCIPAL

- ☐ Uphold the appeal
- ☐ Dismissing the appeal
- ☐ Other (explain)

Deputy Principal:.....

Date:

PART E- TO BE COMPLETED BY THE APPEAL COMMITTEE (IF REQUIRED)

Scheduled Meeting Date:/...../.....

Venue:.....

- ☐ Uphold the appeal
- ☐ Dismissing the appeal

Deputy Principal:

Date:

Head Teacher:

Date:

Year Adviser:

Date:

ASSESSMENT POLICY

Assessment of Vocational Education (VET) Courses

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

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

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

The appeal must be lodged with the Registered Training Organisations (R.T.O's) Student Administration area within five working days of the actual assessment.

The R.T.O. must deal with a student's appeal within fifteen working days from the registered date of receipt of the appeal.

An Appeals Panel appointed by the R.T.O. is given responsibility to manage the appeals system and process on its behalf.

In response to a student appeal the Appeals Panel may:

- interview any of the people involved in the student's assessment process
- request another assessor to review the case
- schedule another assessment
- uphold or reject the student appeal at any stage.

Students have the right to have a support person of their choice during the appeals process to help and to be the student's witness.

The R.T.O. must accurately document all appeals procedures and outcomes and provide the student with copies.

If students are still unhappy with the outcome of the appeal the student can appeal to their State or Territory Training Authority.

Reporting Assessments

After each task, students will be advised of the mark and rank for that task.

At designated periods, reports sent to parents/caregivers will indicate for each course the performance of the student in the class or group and a cumulative rank for assessment.

Repeating a Course

A candidate may repeat one or more Year 11 courses but must do so within the five year accumulation period.

Repeating students will be ranked, relative to the whole group of students, on common assessment tasks.

N.B. As students' work efforts vary considerably throughout the Year 11 course, the final assessment rank may differ significantly from the ranking reported mid-course.

Malpractice by Students

If any student is detected committing an illegality in the preparation and submission of an assessment task, the Principal will investigate all circumstances.

Examples of illegalities are: cheating during a test, copying another student's work or from online sources and claiming it as their own, falsifying an explanation when a task has been submitted late and disrupting a classroom in which an assessment task is being undertaken, etc.

If it can be seen that collaboration has taken place then both students will be regarded as having committed an illegality.

The Principal will decide what mark, if any, will be awarded for that task.

Review: Right of Appeal

Students may request a review of their course ranking if they consider that their position in the school's order of merit is inconsistent with their expectations on the basis of performance in assessment tasks.

Reasonable grounds for appeal would include:

- Failure of the school's policy to conform with the NSW Education Standards Association component weightings.
- Inclusion or exclusion of tasks causing a result incompatible with the school's stated assessment policy as given to students.
- Computational or clerical errors. Appeals must be supported by information which would lead the student to have an expectation of ranking significantly different from that awarded.

Requests for a review of marks gained for individual assessment tasks must be made to the class teacher at the time that task is completed and marked.

The Review Committee

The Review Committee shall consist of:

- The alternate Deputy Principal
- The Head Teacher of another faculty
- The Year Advisor

Detailed reasons to support the Review Committee's decision shall be given to all students seeking an assessment review.

School Uniform

Senior students are expected to wear full school uniform as is every other student in the school.

All students at Maclean High School, including Year 11, need to be prepared to wear school uniform to school every day and on official school excursions and sporting visits.

Driving

All students who drive need to take care and be responsible for driving. No school or family wants to see any injuries to their students. Students are often driving at the busiest times of the day when there are buses and small children about.

YEAR 11 ASSESSMENT POLICY

ENGLISH FACULTY

English Advanced

	Task 1	Task 2	Task 3	Weighting
	Writing Portfolio and Reflection on process	Multimodal Presentation	Examination / Module B	
OUTCOMES	EA11 - 1, EA11 - 2, EA11 - 4, EA11 - 9	EA11 - 2, EA11 - 3, EA11 - 5, EA11 - 6, EA11 - 7, EA11 - 8	EA11 - 3, EA11 - 4, EA11 - 6, EA11 - 7	
COMPONENTS				
COMMON MODULE Reading to Write	35%			35%
Module A Narratives that shape our world		35%		35%
Module B Critical Study of Literature			30%	30%
TOTAL %	35%	35%	30%	100%

YEAR 11 ASSESSMENT POLICY

ENGLISH FACULTY

English Extension 1

	Task 1 Creative Writing	Task 2 Multimodal Presentation/TED	Task 3 Examination Comparative Essay	Weighting
OUTCOMES	EE11-2, E11-3, E11-6	EE11-1, E11-2, E11-3 EE11-4, E11-5	EE11-1, E11-2, E11-3, E11-5	
COMPONENTS				
Knowledge and understanding of complex texts	20%	20%	10%	50%
Skills in: <ul style="list-style-type: none"> ▪ Analysis ▪ Sustained Composition ▪ Independent Investigation 	10%	20%	20%	50%
TOTAL %	30%	40%	30%	100%

YEAR ASSESSMENT POLICY

ENGLISH FACULTY

English Standard

	Task 1 Creative/Discursive portfolio with reflection	Task 2 Multimodal Presentation	Task 3 Module B Examination	Weighting
OUTCOMES	EN11 - 1, EN11 - 2 EN11 - 3, EN11 – 4, EN11-7, EN11-9	EN11 - 3, EN11 - 5, EN11 - 7, EN11 - 9	EN11 - 1, EN11 - 3, EN11 - 4, EN11 - 7	
COMPONENTS				
COMMON MODULE ▪ Reading to Write	35%			35%
▪ Contemporary Possibilities		35%		35%
Module B ▪ Close Study of Literature			30%	30%
TOTAL %	35%	35%	30%	100%

YEAR 11 ASSESSMENT POLICY

ENGLISH FACULTY

English Studies

	Task 1 Employment Portfolio	Task 2 Multimodal Presentation	Task 3 Examination	Weighting
OUTCOMES	ES11 - 1, ES11 - 4, ES11 - 7, ES11 - 10	ES11 – 2, ES11 - 4, ES11 - 8, ES11 - 10	ES11 - 5, ES11 - 6, ES11 - 7, ES11 - 9, ES11 - 10	
COMPONENTS				
MANDATORY MODULE Achieving through English	35%			35%
Module 1		35%		35%
Module 2			30%	30%
TOTAL %	35%	35%	30%	100%

YEAR 11 ASSESSMENT POLICY

MATHEMATICS FACULTY

Mathematics Advanced

	Task 1 Classroom Test	Task 2 Investigation	Task 3 Formal Examination	Weighting
OUTCOMES	MA11-1; MA11-2; MA11-8; MA11-9	MA11-1; MA11-3; MA11-4; MA11-8; MA11-9	MA11-1; MA11-9	
COMPONENTS				
▪ Concepts Skills and Techniques	15%	15%	20%	50%
▪ Reasoning and Communication	15%	15%	20%	50%
TOTAL %	30%	30%	40%	100%

YEAR 11 ASSESSMENT POLICY

MATHEMATICS FACULTY

Mathematics Extension 1

	Task 1 Classroom Test	Task 2 Investigation	Task 3 Formal Examination	Weighting
OUTCOMES	ME11-1; ME11-2; ME11-5; ME11-6, ME11-7	ME11-1; ME11-2; ME11-3; ME11-6; ME11-7	ME11-1; ME11-7	
COMPONENTS				
▪ Concepts Skills and Techniques	15%	15%	20%	50%
▪ Reasoning and Communication	15%	15%	20%	50%
TOTAL %	30%	30%	40%	100%

YEAR 11 ASSESSMENT POLICY

MATHEMATICS FACULTY

Mathematics Standard

	Task 1 Classroom Test	Task 2 Investigation	Task 3 Formal Examination	Weighting
OUTCOMES	MS11 1-1; MS11 1-2; MS11 1-3; MS11 1-4; MS11 1-5; MS11 1-6; MS11 1-8; MS11 1-9; MS11 1-10	MS11 1-1 – MS11 M-10	MS11 1-1 – MS11 1-10	
COMPONENTS				
<ul style="list-style-type: none"> Understanding, fluency and communication 	15%	15%	20%	50%
<ul style="list-style-type: none"> Problem solving, reasoning and justification 	15%	15%	20%	50%
TOTAL %	30%	30%	40%	100%

YEAR 11 ASSESSMENT POLICY

SCIENCE FACULTY

Biology

	Task 1 Module 3 & 4 Performing and Reporting a firsthand Investigation (depth study)	Task 2 Module 1 Modelling, research, report & questioning	Task 3 Yearly Exam	Weighting
OUTCOMES	BIO 11-1/2/3/4/5/7 BIO 11-11	BIO 11- 4/5/6/7 BIO 11-8	BIO 11- 1/2/5/6/7 BIO 11-8/9/10/11	
COMPONENTS				
Working scientifically <ul style="list-style-type: none"> ▪ BIO 11-1 develops and evaluates questions and hypotheses for scientific investigation ▪ BIO 11-2 designs and evaluates investigations in order to obtain primary and secondary data and information ▪ BIO 11-3 conducts investigations to collect valid and reliable primary and secondary data and information ▪ BIO 11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media ▪ BIO 11-5 analyses and evaluates primary and secondary data and information ▪ BIO 11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes ▪ BIO 11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose 	25%	25%	10%	60%
Knowledge and understanding <ul style="list-style-type: none"> ▪ BIO 11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes ▪ BIO 11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms ▪ BIO 11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species ▪ BIO 11-11 analyses ecosystem dynamics and the inter relationships of organisms within the ecosystem 	10%	10%	20%	40%
TOTAL %	35%	35%	30%	100%

YEAR 11 ASSESSMENT POLICY

SCIENCE FACULTY

Chemistry

	Task 1 Module 1 Secondary Sources Investigation	Task 2 Module 2 Performing and reporting a first- hand investigation	Task 3 Yearly Exam	Weighting
OUTCOMES	CH 11-1/3/4/5/7 CH 11-8	CH 11-1/2/6/7 CH 11-9	CH 11-1/2/5/6/7 CH 11-8/9/10/11	
COMPONENTS				
Working scientifically <ul style="list-style-type: none"> ▪ CH 11-1 develops and evaluates questions and hypotheses for scientific investigation ▪ CH 11-2 designs and evaluates investigations in order to obtain primary and secondary data and information ▪ CH 11-3 conducts investigations to collect valid and reliable primary and secondary data and information ▪ CH 11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media ▪ CH 11-5 analyses and evaluates primary and secondary data and information ▪ CH 11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes ▪ CH 11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose 	25%	25%	10%	60%
Knowledge and understanding <ul style="list-style-type: none"> ▪ CH 11-8/9 students develop knowledge and understanding of the fundamentals of chemistry ▪ CH 11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose 	10%	10%	20%	40%
TOTAL %	35%	35%	30%	100%

YEAR 11 ASSESSMENT POLICY

SCIENCE FACULTY

Earth & Environmental Science

	Task 1 Module 1 Performing and reporting a first-hand investigation	Task 2 Module 2 Secondary Sources investigation	Task 3 Yearly Exam	Weighting
OUTCOMES	EES 11-1/2/3/4/5/6/7	EES 11-1/3/4/5/7	EES 11-1/2/5/6/7 EES 11 8/9/10/11	
COMPONENTS				
Working scientifically <ul style="list-style-type: none"> ▪ EES 11-1 develops and evaluates questions and hypotheses for scientific investigation ▪ EES 11-2 designs and evaluates investigations in order to obtain primary and secondary data and information ▪ EES 11-3 conducts investigations to collect valid and reliable primary and secondary data and information ▪ EES 11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media ▪ EES 11-5 analyses and evaluates primary and secondary data and information ▪ EES 11-6 solves scientific problems using primary and secondary data critical thinking skills and scientific processes ▪ EES 11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose 	25%	25%	10%	60%
Knowledge and understanding <ul style="list-style-type: none"> ▪ EES 11-8/9 students develop knowledge and understanding of the Earth's systems ▪ EES 11-10/11 students develop knowledge and understanding of the Earth's processes and systems 	10%	10%	20%	40%
TOTAL %	35%	35%	30%	100%

YEAR 11 ASSESSMENT POLICY

SCIENCE FACULTY

Investigating Science

	Task 1 Modules 1 and 2 Practical Investigation	Task 2 Modules 2 and 3 Depth Study	Task 3 Modules 1-4 Yearly Examination	Weighting
OUTCOMES	INS11/12-1/2/3/4/5/7 INS11-8 INS11-9	INS11/12-1/4/5/6/7 INS11-8 INS11-9	INS11/12-4/5/6/7 INS11-8 INS11-9 INS11-10 INS11-11	
COMPONENTS				
▪ Skills in Working Scientifically	20%	20%	20%	60%
▪ Knowledge and Understanding	10%	20%	10%	40%
TOTAL %	30%	40%	30%	100%

YEAR 11 ASSESSMENT POLICY

Marine Studies

SCIENCE FACULTY

	Task 1 First Aid + CPR (Written test + practical assessment)	Task 2 Estuarine Studies (Second hand research task + presentation)	Task 3 Anatomy and Physiology of Marine Organisms (First hand investigation + presentation)	Weighting
OUTCOMES	1.1, 1.2 – 2.1, 2.3 – 3.3, 3.4 – 4.2 – 5.1, 5.3	1.1, 1.2, 1.4 – 2.1 – 3.1 – 4.1 – 5.2, 5.4	1.1, 1.2, 1.3, 1.4, 1.5 – 2.1, 2.3 – 3.2, 3.3, 3.4	
COMPONENTS				
<ul style="list-style-type: none"> Knowledge and understanding of Marine industries and their interactions with society and with leisure pursuits. 	10%	10%		20%
<ul style="list-style-type: none"> Knowledge, understanding and appreciation that will promote sound environmental practices in the marine environment. 	10%	10%	5%	25%
<ul style="list-style-type: none"> Knowledge, understanding and skills of safe practice in the marine context. 		10%	10%	20%
<ul style="list-style-type: none"> The ability to cooperatively manage activities and communicate in a marine environment. 		10%	10%	20%
<ul style="list-style-type: none"> An ability to apply the skills of critical thinking, research and analysis. 	10%		5%	15%
TOTAL %	30%	40%	30%	100%

YEAR 11 ASSESSMENT POLICY

SCIENCE FACULTY

Physics

	Task 1 Module 1 Secondary Sources Investigation	Task 2 Module 2 Performing and Reporting a First-hand Investigation	Task 3 Yearly Exam	Weighting
OUTCOMES	PH 11-1/3/5/7 PH 11-8	PH 11-1/2/3/4/5/7 PH 11-9	PH 11-1/4/5/6/7 PH 11-8/9/10/11	
COMPONENTS				
Working scientifically <ul style="list-style-type: none"> PH 11-1 develops and evaluates questions and hypotheses for scientific investigation PH 11-2 designs and evaluates investigations in order to obtain primary and secondary data and information PH 11-3 conducts investigations to collect valid and reliable primary and secondary data and information PH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media PH 11-5 analyses and evaluates primary and secondary data information PH 11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes PH 11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose 	25%	25%	10%	60%
Knowledge and understanding <ul style="list-style-type: none"> PH 11-8 describes and analyses motion in terms of scalar and vector quantities in tow dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration PH 11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy PH 11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles PH 11-11 explains and quantitatively analyses electric fields, circuitry and magnetism 	10%	10%	20%	40%
TOTAL %	35%	35%	30%	100%

	Task 1 Responses in English and French to series of emails Recreation	Task 2 Response to spoken/visual texts/oral presentation Family Life	Task 3 Yearly Examination	Weighting
Timing	Term 1	Term 2	Term 3	
OUTCOMES	P1.1, 1.2, 1.3, 1.4, P2.1, 2.3, 2.4, 2.5	P2.2, 2.3, 2.6, P3.1, 3.2, 3.3	P1.1, 1.2, 1.3, 1.4 P2.1, 2.2, 2.3, 2.4, 2.5 P3.1, 3.2, 3.3	
COMPONENTS				
▪ Listening	20%		10%	30%
▪ Reading		20%	10%	30%
▪ Speaking	10%		10%	20%
▪ Writing		10%	10%	20%
TOTAL %	30%	30%	40%	100%

HUMANITIES FACULTY

YEAR 11 ASSESSMENT POLICY

Business Studies

	Task 1 Media File and Evaluation	Task 2 SME Research Task	Task 3 Yearly Exam	Weighting
OUTCOMES	P2, 7, 9	P1, 2, 4, 5, 6, 7, 8, 9	P1, 2, 3, 4, 5, 6, 10	
COMPONENTS				
▪ Knowledge and Understanding of course content	10%	15%	15%	40%
▪ Stimulus based skills	10%	5%	5%	20%
▪ Inquiry and Research	5%	15%		20%
▪ Communication of business Information, ideas and issues in appropriate forms	5%	5%	10%	20%
TOTAL %	30%	40%	30%	100%

	Task 1 Topic Test: Markets	Task 2 Research Task How Economies Operate	Task 3 Yearly Exam	Weighting
Timing	Term 1	Term 2	Term 3	
OUTCOMES	P1, P2, P7, P10, P12	P8, P9, P10, P11	P3, P4, P5, P6, P7, P11	
COMPONENTS				
▪ Knowledge and understanding of course content	15%	5%	20%	40%
▪ Stimulus based skills	5%	5%	10%	20%
▪ Inquiry and research		20%		20%
▪ Communication of economics information, ideas and issues in appropriate forms	10%		10%	20%
TOTAL %	30%	30%	40%	100%

HUMANITIES FACULTY

YEAR 11 ASSESSMENT POLICY

Geography

	Task 1 Research Task	Task 2 SGP	Task 3 Yearly Exam	Weighting
OUTCOMES	P2, P7, P8, P9, P11, P12	P7, P8, P9, P10, P11, P12	P1, P2, P3, P4, P5, P10	
COMPONENTS				
▪ Knowledge and understanding of course content	15%	10%	15%	40%
▪ Geographical Tools and Skills			20%	20%
▪ Geographical Inquiry and Research		20%		20%
▪ Communication of Geographical Information, ideas and issues in appropriate forms	5%	10%	5%	20%
TOTAL %	20%	40%	40%	100%

	Task 1	Task 2	Task 3	Weighting
	The Legal System Law in Practice Media File Research	Case Study – In Class task & Research The Individual and the Law in Practice	Yearly Exam	
OUTCOMES	P1, 2, 3, 4, 6, 8	P5, 6, 7, 8, 9, 10	P1, 2, 3, 4, 5, 6, 7, 8, 9, 10	
COMPONENTS				
▪ Knowledge and understanding of course content	10%	10%	20%	40%
▪ Analysis and evaluation		10%	10%	20%
▪ Inquiry and research	10%	10%		20%
▪ Communication of Legal Information, ideas and issues in appropriate forms	10%	10%		20%
TOTAL %	30%	40%	30%	100%

HUMANITIES FACULTY

YEAR 11 ASSESSMENT POLICY

Modern History

	Task 1	Task 2	Task 3	Weighting
	Historical Analysis-Presentation	Research task and essay	Yearly Examination	
Timing	Term 1, Week 11	Term 2, Week 10	Term 3, Week 9	
OUTCOMES	MH 11-1, MH 11-3, MH 11-4, MH 11-7, MH-11-8, MH 11-9, MH 11-10	MH 11-1, MH 11-2, MH 11-3, MH 11-5	MH 11-1, MH 11-2, MH 11-3, MH 11-4, MH 11-6, MH 11-9	
COMPONENTS				
▪ Knowledge and understanding of course content		20%	20%	40%
▪ Historical skills in the analysis and evaluation of sources and interpretations	20%		20%	40%
▪ Communication of historical understanding in appropriate forms	10%	10%		20%
TOTAL %	30%	30%	40%	100%

PDHPE FACULTY

YEAR 11 ASSESSMENT POLICY

Community and Family Studies

	Task 1	Task 2	Task 3	Weighting
	Core 1	Core 2	Yearly Exam	
OUTCOMES	P1.1, 4.1, 4.2	P2.2 3.1, 6.1, 4.1	P1.1, 1.2, 2.2, 2.3, 3.1, 3.2, 5.1	
COMPONENTS				
▪ Knowledge and understanding of course content	10%	10%	20%	40%
▪ Skills in critical thinking, research methodology, analysing and communicating	20%	20%	20%	60%
TOTAL %	30%	30%	40%	100%

PDHPE FACULTY

YEAR 11 ASSESSMENT POLICY

Personal Development, Health and Physical Education

	Task 1 CORE 1	Task 2 CORE 2	Task 3 Yearly Exam	Weighting
OUTCOMES	P1, 2, 3, 4, 5, 6	P7, 9	P2, 3, 7, 8, 9, 10, 11, 12, 14	
COMPONENTS				
▪ Knowledge and understanding of course content	10%	10%	20%	40%
▪ Skills in critical thinking, research, analysis and communicating	20%	20%	20%	60%
TOTAL %	30%	30%	40%	100%

YEAR 11 ASSESSMENT POLICY

PDHPE FACULTY

Sport, Lifestyle and Recreation (SLR)

	Task 1 Bronze Award	Task 2 Officiating	Task 3 Yearly Exam	Weighting
OUTCOMES	P1.3, 3.6, 4.4, 4.6	P1.1, 1.6, 3.6	P1.1-4.4	
COMPONENTS				
▪ Knowledge and understanding of course content	10%	15%	15%	40%
▪ Skills in critical thinking, research, analysis and communicating	20%	20%	20%	60%
TOTAL %	30%	35%	35%	100%

YEAR 11 ASSESSMENT POLICY

PDHPE FACULTY

Work Studies

	Task 1 Research Task / interview	Task 2 Job Application	Task 3 Work Placement Log	Weighting
OUTCOMES	1, 5, 8	2, 3, 5	2, 6, 8	
COMPONENTS				
<ul style="list-style-type: none"> Knowledge and understanding of course content 	10%	15%	15%	40%
<ul style="list-style-type: none"> Skills in critical thinking, research, analysis and communicating 	20%	20%	20%	60%
TOTAL %	30%	35%	35%	100%

YEAR 11 ASSESSMENT POLICY

CREATIVE AND PERFORMINGARTS FACULTY

Drama

	Task 1	Task 2	Task 3	Weighting
	Group Devised Performance and Logbook	Elements of Production Performance	Essay Individual Project	
OUTCOMES assessed	P1.1, P1.3, P1.5	P2.1, P2.3, P2.4	P1.6, P2.2, P2.3, P3.2, P3.3	
COMPONENTS				
▪ Making		20%	10%	30%
▪ Performing	20%	10%		30%
▪ Critically Studying	20%		20%	40%
TOTAL %	40%	30%	30%	100%

YEAR 11 ASSESSMENT POLICY

CREATIVE AND PERFORMINGARTS FACULTY

Music 1 Course

	Task 1 Musicology-Viva Voce	Task 2 Composition & Performance	Task 3 Yearly Exam -Performance -Aural	Weighting
OUTCOMES	P2, 3, 4, 5, 6, 7, 8, 10, 11	P1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	P1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11	
COMPONENTS				
▪ Aural			25%	25%
▪ Composition		25%		25%
▪ Musicology	25%			25%
▪ Performance		Piece 1 - 5% Piece 2 - 5%	Piece 1 - 5% Piece 2 - 5% Piece 3 - 5%	25%
TOTAL %	25%	35%	40%	100%

YEAR 11 ASSESSMENT POLICY

CREATIVE AND PERFORMING ARTS FACULTY

Visual Arts

	Task 1 Sculptural Form	Task 2 Modernism	Task 3 Yearly Exam	Weighting
OUTCOMES	P1, 2, 3, 4, 5, 6, 7, 8, 9, 10	P1, 2, 3, 4, 5, 6, 7, 8, 9, 10	P7, 8, 9, 10	
COMPONENTS				
▪ Art Making	VAD/STUDENT ART PRACTICE 25%	VAD/STUDENT ART PRACTICE 25%		50%
▪ Art Study	CASE STUDY Sculpture 15%	CASE STUDY Modernism 15%	20%	50%
TOTAL %	40%	40%	20%	100%

YEAR 11 ASSESSMENT POLICY

	Task 1 Research/Folio	Task 2 Research/Folio	Task 3 Yearly Exam	Weighting
OUTCOMES	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5		
COMPONENTS				
DI – Digital Images WP – Wet Photography V - Video	Module DI 4: Manipulated forms OR Module V4: Manipulated forms	Module WP3: Traditions, Conventions, Styles and Genres Module V2: Developing a Point of View		
▪ Critical and Historical Studies	Written Task 10%	Written Task 10%	Exam 10%	30%
▪ Making	Portfolio 15% Media Folder 5%	Portfolio 15% Media Folder 10%	Portfolio 15% Media Folder 10%	70%
TOTAL %	30%	35%	35%	100%

YEAR 11 ASSESSMENT POLICY

Engineering Studies

TECHNOLOGY & APPLIED STUDIES FACULTY

	Task 1 Engineering Report *	Task 2 Investigation and Presentation	Task 3 Yearly Examination	Weighting
OUTCOMES	P1.2, P2.2, P3.1, P3.2, P5.1, P6.2	P1.1, P2.1, P3.1, P3.3, P4.1, P4.3, P5.2, P6.1, P6.2	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1	
COMPONENTS				
<ul style="list-style-type: none"> Knowledge and understanding of course content 		20%	40%	60%
<ul style="list-style-type: none"> Knowledge and skills in research, problem solving and communication related to engineering practice 	20%	20%		40%
TOTAL %	20%	40%	40%	100%

YEAR 11 ASSESSMENT POLICY

Food Technology

TECHNOLOGY & APPLIED STUDIES FACULTY

	Task 1	Task 2	Task 3	Weighting
	Food in Australia	Food Quality	Preliminary Exams	
OUTCOMES	P3.1, P3.2, P4.1, P4.2, P4.3, P4.4, P5.1	P3.1, P3.2, P4.1, P4.2, P4.3, P4.4	P1.1, P1.2, P2.1, P2.2, P4.4, P5.1	
COMPONENTS				
<ul style="list-style-type: none"> Knowledge and understanding of course content 	5%	5%	30%	40%
<ul style="list-style-type: none"> Knowledge and skills in designing, researching, analysing and evaluating 	15%	15%		30%
<ul style="list-style-type: none"> Skills in experimenting with and preparing food by applying theoretical concepts 	15%	15%		30%
TOTAL %	30%	35%	40%	100%

	Task 1 OH&S Assignment	Task 2 Major Group Work Assignment	Task 3 Yearly Exam	Weighting
OUTCOMES	P1.1, 1.2	P2.1, 2.2, 3.1, 4.1, 5.1, 6.1, 6.2, 7.1, 7.2	P2.1., 2.2., 3.1, 4.1, 5.1, 6.1, 6.2, 7.1, 7.2	
COMPONENTS				
▪ Introduction to Information Skills and Systems	10%		10%	20%
▪ Tools for Information Systems	10%	20%	20%	50%
▪ Developing Information systems		20%	10%	30%
TOTAL %	20%	40%	40%	100%

YEAR 11 ASSESSMENT POLICY

TECHNOLOGY & APPLIED STUDIES FACULTY

Industrial Technology - Timber

	Task 1 Industry Study	Task 2 Practical & DMC	Task 3 Yearly Exam	Weighting
OUTCOMES	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	P1.1, P1.2, P2.1, P6.1 P7.1	
COMPONENTS				
▪ Knowledge and understanding of course content	10%	10%	20%	40%
▪ Knowledge and skills in the management, communication and production of projects	10%	30%	20%	60%
TOTAL %	20%	40%	40%	100%

YEAR 11 ASSESSMENT POLICY

VOCATIONAL EDUCATION TRAINING

CONSTRUCTION - Certificate II in Construction Pathway

UNIT CODE	UNITS OF COMPETENCY TO BE ASSESSED	INDICATIVE HOURS	PRE-REQUISITE UNIT(S)
Compulsory Units: CPCCCM1014A CPCCCM1015A CPCCOHS1001A	Conduct workplace communication Carry out measurements and calculations Work safely in the construction industry	10 20 10	
Elective Units: Field of Work #1 – Carpentry: CPCCCA2011A Field of Work #4 – Joinery: CPCCJN2002B	Handle carpentry materials Prepare for off-site	20 10	CPCCOHS2001A

Competency-based Assessment: The **Construction** Curriculum Framework give students the opportunity to gain credit towards the NSW HSC and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF). Construction is a competency-base course. Competency based assessment is founded on the requirements of the workforce. Participants are judged 'competent' or 'not competent' on the basis of performance against the criteria set out in the syllabus, not against the performance of other students. Assessment of competence involves the assessment of skills and knowledge combined. The HSC examination in Construction is optional and can be sat for those wishing to gain an ATAR.

2. NESA Mandatory Work Placement: It is a mandatory requirement as per the NSW Education Standards Association that a student complete 70 hours of work placement during the two year course. Generally, one week should be completed in the Preliminary year and one week in the HSC year.

Failure to complete the full 70 hours will place the whole HSC credential in jeopardy.

3. Guidelines for Assessment: The student competency booklet records the achievement of each students' ongoing progress throughout the two year course. This log is necessary for future recognition by other training and employment organisations students may attend. Students will be assess as 'competent' or 'not yet competent' as they attempt each of the units listed above.

YEAR 11 ASSESSMENT POLICY

Hospitality – Certificate II in Hospitality

VOCATIONALEducationTraining

Food and Beverage

UNIT CODE	UNITS OF COMPETENCY	Task 1→5 As per unit of Competencies	Task 2 Yearly Exam	Task 3 35Hrs Mandatory Work placement
Core Units: SITHIND003 STXCOM002 SITXCCS003 SITXWHS001 SITHIND002 SITXFSA001	Use hospitality skills effectively Show social and cultural sensitivity Interact with customers Participate in safe work practices Source and use information on the hospitality industry Use hygienic practices for food safety - Prerequisite			
Elective Units SITHFAB004 SITHFAB007 SITHFAB005 SITHCC002 SITHCCC001 SITHCCC06 BSBWOR203	Prepare and serve non-alcoholic beverages Serve food and beverage Prepare and serve espresso coffee Prepare & Present simple dishes Use Food Preparation Equipment Prepare Appetisers & Salads Work effectively with others			
<p>Competency-based Assessment: The <i>Hospitality</i> Curriculum Framework gives students the opportunity to gain credit towards the NSW HSC and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF). Hospitality is a competency-base course. Competency based assessment is founded on the requirements of the workforce. Participants are judged 'competent' or 'not yet competent' on the basis of performance against the criteria set out in the syllabus, not against the performance of other students. Assessment of competence involves the assessment of skills and knowledge combined. The HSC examination in Hospitality is optional and can be sat for those wishing to gain an ATAR.</p> <p>2. NESA Mandatory Work Placement: It is a mandatory requirement as per the NSW Education Standards Association that a student complete 70 hours of work placement during the two year course. Generally, one week should be completed in the Preliminary year and one week in the HSC year.</p> <p><u>Failure to complete the full 70 hours will place the whole HSC credential in jeopardy.</u></p> <p>2. Guidelines for Assessment: The student competency booklet records the achievement of each student's ongoing progress throughout the two year course. This log is necessary for future recognition by other training and employment organisations students may attend. Students will be assessed as 'competent' or 'not yet competent' as they attempt each of the units listed above.</p>				

Education

Public Schools

RTO 90162 Public Schools NSW, Tamworth

COURSE: Preliminary Manufacturing & Engineering - Introduction

Preliminary outcome: MEM10119 Certificate I in Engineering & SOA towards MEM20413 Certificate II in Engineering Pathways

Student Competency Assessment Schedule

Assessment Events for Certificate I in Engineering MEM10119		Cluster 1	Cluster 2	Cluster 3	Work Placement 35hrs total	Yearly Exam*
		Welcome to the Industry	Right tool, Right job	Engineering in Practice		
Code	Unit of Competency					
MEM13015	Work safely and effectively in manufacturing and engineering					
MEM16006	Organise and communicate information					
MEM11011	Undertake manual handling					
MEM18001	Use hand tools					
MEM18002	Use power tools/hand held operations					
MEM12024	Perform computations					
MEM16008	Interact with computer technology					
MEM07032	Use workshop machines for basic operations					

Depending on the achievement of units of competency, the possible Preliminary qualification outcome is a Certificate in Engineering MEM10119 or a Statement of Attainment towards a Certificate in Engineering MEM10119. 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".

- Indicates no mark is collected for external assessment and any examination is carried out according to the school's internal assessment policy.

Assessment Events for SIS30519 - Certificate III in Sport Coaching (Release 1) (Must be edited to suit school delivery – refer to TAS)		Cluster 1 Assessment	Cluster 2 Assessment	Cluster 3A Assessment	35Hrs Mandatory Work placement
HLTWHS001	Participate in workplace health and safety	Term 1			
SISXIND006	Conduct sport, fitness and recreation events				
SISSSCO002	Work in a community coaching role		Term 2		
SISSSCO005	Continuously improve coaching skills and knowledge				
SISXDIS001	Facilitating Inclusion			Term 3	
<p>Depending on the achievement of units of competency, the possible qualification outcome is a SIS30519 - Certificate III in Sport Coaching or a Statement of Attainment towards a SIS30519 - Certificate III in Sport Coaching</p> <p>The exam events will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.</p> <p>* Selected units only to be confirmed by your teacher.</p> <p>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.</p>					

UNIT CODE	UNITS OF COMPETENCY TO BE ASSESSED	INDICATIVE HOURS	INDICATIVE HOURS	TASK 1 Unit Test/s: Mandatory Units	TASK 2 Research Task Livestock Stream	TASK 3 Final Exam
Compulsory Units:						
AHCCHM201A	Apply chemicals under supervision.	Mandatory	20			
AHCOHS201A	Participate in WH&S processes.	Mandatory	20			
AHCWRK201A	Observe and report on weather.	Mandatory	15			
AHCWRK204A	Work effectively in the industry.	Mandatory	20			
AHCWRK209A	Participate in environmentally sustainable work practices.	Mandatory	20			
AHCPMG201A	Treat weeds.	Elective-Group A	10			
AHCINF202A	Install, maintain and repair fencing.	Elective-Group A	15			
AHCMOM202A	Operate tractors.	Elective-Group A	20			
AHCLSK202A	Care for health & welfare of livestock.	Livestock Stream	25			
		TOTAL	100%	30%	30%	40%

1. Competency-based Assessment: The *Primary Industries* Curriculum Framework gives students the opportunity to gain credit towards the NSW HSC and credit towards national vocational qualifications under the Australian Qualifications Framework (AQF). Primary Industries is a competency-based VET course. Competency based assessment is based on the requirements of the workplace. Participants are judged 'competent' or 'not yet competent' on the basis of performance against the criteria set out in the syllabus, not against the performance of other students. Assessment of competence is a combination of skills and knowledge.

1. 2. The Primary Industries Preliminary Assessment Program at Maclean High School

Students are continually assessed based on competencies throughout the year. The assessment schedule above is designed to achieve a balanced overview of each student progress and achievement in the mandatory units listed above. The total mark achieved after completion of the above tasks will be the mark reported in the Preliminary Course Report in conjunction with reporting on progress in competencies in other units and other parts of mandatory units.

3. Work Placement

Students MUST complete 35 hours MANDATORY work placement to meet preliminary requirements.

4. Work towards some HSC (Year 12) listed competencies may commence during the Preliminary Course, depending on resources and seasonal conditions.