

ROSA Y111



LUCAS HEIGHTS COMMUNITY SCHOOL

Year 11

Assessment Guidelines

Parent, Student & Staff Handbook 2022

Adjusted as of 13 May 22

Assessment Guidelines –Year 11 Course

What are assessment tasks?

Formal tasks

Students will be given formal assessment tasks, (including final examinations), to complete during the Year 11 Course in each subject. These tasks have been allocated marks or weights and assess the outcomes of each course. The results of these tasks will be used to give students an indication of their achievement relative to the outcomes expected from students on each task. Results of these tasks also allow a comparison to other students in the same course. A final numerical result and rank will be recorded on the school report as well as an indication of a student's overall achievement of course outcomes.

Other assessment tasks

Students will also be required to complete a range of other tasks throughout the course that may not take the form of pen and paper tests, but are nevertheless important. Student performance on ALL tasks will assist in determining the extent to which students have achieved the outcomes of a course and the level of achievement they will receive on the school report. Information from all assessment tasks will assist teachers to determine a student's level of achievement of the outcomes of each course.

How will tasks be scheduled?

Where possible, students will be given **two** weeks' notice of a formal task. Staff will endeavor to ensure that students are not over-burdened at any one time.

Students will be informed about the following:

- the scope of the task e.g. Land and Time Measurement
- the form the assessment task will take e.g. test, class essay, assignment.
- the proposed timing and duration of the task e.g. Friday 10th August, periods 3 & 4.
- the weight of the task e.g. 10%

How will assessment tasks be weighted?

Each assessment task will be given weightings according to the requirements of the relevant NSW Education Standards Authority (NESA) syllabuses and the school's judgment of the relative importance of each task.

What happens with invalid or non-discriminating tasks?

Where the school deems a task to be invalid, the task may be cancelled and a substitute task given.

Where a task fails to discriminate, then an additional task may be given with appropriate notice. The weighting of the original task will be reduced, but it will not be disregarded.

What procedures will be used where there is more than one class following the same course?

Where possible, common assessment programs will be followed with common tasks, conditions and marking procedures. Classes will complete the task as close as possible to each other.

What feedback will be given to students on formal tasks?

Students will be given clear and honest feedback on their performance on each task. This will show the extent to which they have achieved particular outcomes of the task and a mark and an indication of the standard of their performance in relation to syllabus expectations.

What is the formal assessment period?

Assessment will commence at the beginning of Term 1 in year 11 and normally concludes with examinations at the end of Term 3, Year 11.

What are student's responsibilities?

Students must read carefully each subject's policy for each subject they are studying. These policies will inform students of the following:

- (a) the number and nature of the tasks for the subject e.g. assignment, essay etc.;
- (b) the value of each task in comparison to the whole course;
- (c) any special requirements for each of the tasks.

It is the student's responsibility to be aware of all of the above and not knowing about a task, the nature of a task or when a task will take place will not be accepted as an excuse for failing to do a task or for not doing well in a task. It is the student's responsibility to check if a task has been given during their absence.

Where tasks are attempted at school, the onus is on the student to hand the task to the teacher conducting the task. Where a task is completed at home, the task must be handed to the teacher conducting the task when requested by the teacher **during the lesson** on the due date. If the teacher is absent, then the task is to be handed to the Head Teacher of that course or in the last instance the Deputy Principal. Students must not simply leave the task at the office or on the teacher's desk in the staffroom or classroom. If the deadline for a task is not met then the task will receive zero.

Students must make a genuine attempt at assessment tasks.

What are the penalties in relation to assessment tasks?

Late or non submission of an assessment task

Assessment tasks must be submitted during or before the lesson on the day the task is due. Tasks not submitted during or before a lesson will be treated as late submissions and will receive zero. If work is submitted late, due to illness however, students must supply acceptable documentation. In this situation, students must submit the task to the relevant teacher or Head Teacher during the student's first two days back at school following the absence. The granting of an extension or acceptance of late assignments under extenuating circumstances presented in writing and supported with independent evidence may be considered by the Head Teacher in conjunction with the Deputy Principal. If there is no acceptable reason for the absence or non-submission of the task, a mark of zero will be given.

Missing an in-school task

It is important for students to present for all tasks. If an in-school task is missed for any reason considered jointly by the Head Teacher and School Executive to be unreasonable, then the student will be awarded a zero for the task. **If a student misses a task due to illness**, they will be required to present acceptable supporting documentation. If the student is ill during an assessment task at school, then the student must inform the teacher at the time of the assessment task. Acceptable supporting evidence will be required to validate the student's claim to illness. All medical certificates and extenuating circumstances presented in writing and supported with independent evidence may be considered by the Head Teacher in conjunction with the School Executive. These are to be given to the Head Teacher of the subject during the student's first day back at school, even if they do not have a lesson in the course from which the task was missed. **It is the student's responsibility to see the relevant Head Teacher before school to make arrangements to complete the task(s).** Where

appropriate, Head Teachers will organise for the task to be completed on that day, or negotiate an alternative period for the student to complete the task. The same rules for an absence on an alternative day negotiated with the Head Teacher apply if the student is absent on that day. In the case of a prolonged absence or when a substitute task is inappropriate, the Deputy Principal may approve the giving of an estimate.

On the day of an assessment task, students must attend school and all timetabled classes from the commencement of the school day.

Students may not be absent from school prior to the task and simply attend school in time to either submit or attempt an assessment task. If this situation occurs, students must supply acceptable supporting documentation or they will be given a zero for the assessment task. Head Teachers may grant an exemption under extenuating circumstances presented in writing. If there is no acceptable reason for the absence or non-submission of the task, a mark of zero will be given.

Students who miss an in-school task may be given an alternate task, the same task, the same task used as an indicator for the determination of an estimate, or an estimate based on teacher judgment.

Non-serious attempt

If a student fails to make a serious attempt at a task, they will be given a formal warning of a non-serious attempt which could jeopardise their completion of the Higher School Certificate course.

Work Placement & Assessment Tasks

Students who undertake VET courses are required to complete Work Placements. Work Placements are scheduled by the Area Office Work Placement Coordinator on an area wide basis so sometimes clashes are unavoidable. It is the student's responsibility to be aware of any assessment tasks due for submission or to be completed during a scheduled Work Placement. The student must advise the teacher or Head Teacher of the course affected in advance of their participation in the Work Placement and negotiate arrangements for the submission or completion of the assessment task. If the student fails to notify the Head Teacher or teacher of the work placement clash or meet the negotiated arrangement, then they may be awarded a zero for that task.

Malpractice

Cheating, copying, plagiarism or any other form of malpractice is a serious offence. All assessment tasks/examinations must be **a student's own work**. A zero may be given in cases where any malpractice, such as cheating or any attempt to cheat occurs.

Students are advised not to bring mobile phones to school. Should a student be in possession of a mobile phone or if the mobile phone rings or is used during a formal assessment task, then the Head Teacher may deem this a form of malpractice and zero may be awarded.

Use of Computer Based Technologies

Students who need to, or elect to prepare any assessment task material using a computer based technology, such as a word processor or the Internet, must take any necessary precautions to ensure that technical difficulties do not lead to late submission. This may include precautions such as backing up files, installing anti-virus software for system protection or ensuring sufficient time is left to produce a hard copy of the task using a printer. Late submission of any task due to any computer related/technical problem will result in a zero mark unless overwhelming evidence about extenuation circumstances is submitted in writing and deemed so by the Head Teacher in conjunction with the Deputy Principal.

Assessment of VET Courses

VET courses are competency based. A student is judged as either 'competent' or 'not yet competent'. Teachers have specific competencies that they are required to assess. 'N' Determinations apply to VET courses in the same way as they do for other courses.

Construction (240 hours) and Hospitality (240 hours) have a Higher School Certificate external assessment consisting of an optional written examination. However all LHCS students are required to enter for the examination. Students will nominate during the HSC year whether they will attempt the examination. The written examination is independent of the competency based assessment undertaken during the course and has no relevance to a student's ability to receive AQF qualifications. The marks achieved by students in the examination are shown on the Record of Achievement and are used as the sole basis for determining the contribution of the courses to the Australian Tertiary Assessment Rank (ATAR) Students studying a VET course who require those units to make them eligible for an ATAR must sit the external HSC examination in that VET Course. These courses allow students to gain both HSC qualifications and accreditation within the industry and the workplace as part of the Australian Qualification Framework (AQF).

How does a student know if they have satisfied requirements for the Year 11 Course?

Principals are required to certify that students have satisfactorily completed the Year 11 courses. The Year 11 course completion criteria, as outlined in the Assessment, Certification and Examination (ACE) Manual are:

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:

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

What will happen to students who are not working to a satisfactory standard?

Teachers will monitor that students complete all tasks. Where a student has not completed assessment tasks or set tasks and experiences produced by the school, the relevant Head Teacher may send a formal warning that the student is in jeopardy of receiving an 'N' Determination for that course. If required work is still not submitted by the due date set by the Head Teacher, a formal warning letter will follow if necessary. If, after these warnings, a student has still not satisfied the requirements for the Year 11, the Principal may make a formal recommendation for the student to receive a 'N' Determination.

“N” Determination [Non Award]

If a student fails to comply with the Board's requirements for the Year 11 Course, they will receive an “N” Determination. This means that the student may not be permitted to proceed to the HSC.

Can a student seek a review of their assessments?

Any concern about the results achieved on a particular assessment task must be discussed with the teacher no later than the end of the lesson in which the task was returned. Students may seek an **assessment review** if they consider that their placement in the order of merit list for any course is not correct on the basis of feedback on their performance during the course. An assessment review will focus on the school's procedures for determining the final assessment mark. **The teacher's judgement of the task's worth is not subject to review.** The review will be conducted within the school; however, students also have the right to appeal to NESA if they are not satisfied with the school's review. NESA will only consider whether the school's review process was adequate for determining items (a)-(c) listed below. **There is no appeal against the marks awarded for individual assessment tasks.**

The school's assessment review will focus on:

- (a) whether the weightings specified by the school in its assessment program conform with NESA's requirements as detailed in subject manuals or the relevant syllabus;
- (b) the procedures used by the school for determining the final assessment mark conform with its stated assessment program;
- (c) there are no computational or clerical errors or the order of merit achieved as a result of such errors.

Students also have the right to appeal an 'N' determination. Appeals will be heard within the school in the first instance, or if necessary, by NESA. Students must be able to demonstrate that they have satisfied all of NESA's requirements for satisfactory completion of the Year 11 Course. Such appeals must be submitted in writing to the Principal and any further appeals to NESA must be submitted through the Principal by the date listed in the ACE Manual.

Where else can students go for advice on NESA Assessment Guidelines?

In the first instance, students may speak to their Head Teacher, Deputy Principal or Principal. They may wish to also speak to the NESA Liaison Officer who may be contacted at the Wollongong Office of NESA.

In course assessment task schedules, outcomes to be assessed may alter at the Head Teacher's discretion.



DRAFT ONLY – See Year Adviser / Website for Copies

**Lucas Heights Community School
ILLNESS OR MISADVENTURE CLAIM FORM**

Student's name: Year: Roll class:

Parent's name: Daytime parent contact phone no:

Exam or assessment task affected:

..... Due date of task: / /

Subject: Class teacher's name:

Type of claim: (please tick ✓) Illness Misadventure

Describe your reasons for submitting this claim (describe the illness or misadventure).
(Any supporting evidence, such as a doctor's certificate or a letter from a parent, should be attached to the top left corner of this form.)

.....
.....
.....
.....

State what outcome you hope to achieve by submitting this claim:
.....
.....

Parent's/Caregiver's signature: Date: / /

INSTRUCTIONS: (please read the following instructions carefully)

1. This claim form, along with any supporting evidence, such as a doctor's certificate etc, should be submitted to the Head Teacher of the subject area concerned.
2. This claim form should be submitted as soon as possible after the examination or assessment task in question has occurred (it may also be submitted before the task is due).
3. Failure to comply with these instructions may result in a zero assessment being recorded.

Day and date claim received by Head Teacher: M T W T F / /

Head Teacher's name: Signature:

This claim form should be filed in the student's master file. Claim Upheld Claim Denied.



ASSESSMENT TASK SCHEDULE

Year 11 Course: Ancient History Year: 2022

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretation	Historical inquiry and research	Communication of historical understanding in appropriate forms		
AH11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.9	1. Investigating the Past: Case Studies – formative task	15%	5%	5%	5%	30%	Term 2 (week 3)
All	2. Historical Investigation – PBL	5%	5%	15%	5%	30%	Term 3 (week 4)
All	3. All topics – Yearly examination	20%	10%		10%	40%	Term 3 (week 6/7)
Total weighting of each component		40%	20%	20%	20%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: Biology Year: 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding	Skills in Working Scientifically		
BIO11/12.1, BIO11/12.2, BIO11/12.3, BIO11/12.7, B11.8, B11.9	1. Practical examination	10%	20%	30%	Term 1 (week 9)
BIO11/12.1, BIO11/12.4, BIO11/12.5, BIO11/12.6, BIO11/12.7 BIO11-10	2. Depth Study	10%	20%	30%	Term 2 (week 8)
BIO11/12.4, BIO11/12.5, BIO11/12.6, BIO11/12.7, BIO11.8, BIO11.9, BIO11.10, BIO11.11	3. Final examination	20%	20%	40%	Term 3 (week 6/7)
	4. Module summary notes/online units completed	Students submit own		Complete/inc omplete	Terms 1, 2 & 3 (week 9)
Total weighting of each component		40%	60%	100%	

*Includes a mandatory excursion to the Royal Botanic Gardens.



ASSESSMENT TASK SCHEDULE

Year 11 Course: Business Studies Year: 2022

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Stimulus-based skills	Inquiry and research	Communication of business information, ideas and issues in appropriate forms		
P1,2,6,7,8	1. Nature of Business – Short Answer Q's	15%	5%	5%	5%	30%	Term 1 (week 8)
P1,3,4,6,7,8,9,10	2. Business Management and Planning – Business Proposal	5%	5%	15%	5%	30%	Progressive Term 2 week 9 – Term 3 week 4 (Due)
All	All topics –Examination	20%	10%		10%	40%	Term 3 (week 6/7)
Total weighting of each component		40%	20%	20%	20%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: Chemistry Year: 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Investigation skills		
CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-7 CH11-8	1. Practical examination	10%	20%	30%	Term 1 (week 8)
CH11/12-1 CH11/12-2 CH11/12-4 CH11/12-5 CH11/12-6 CH11/12-7 CH11-9	2. Depth Study research report/practical investigation task	10%	20%	30%	Term 2 (week 7)
CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11	3. Final examination	20%	20%	40%	Term 3 (week 6/7)
	4. Module summary notes/online units completed	students submit own		Complete/ incomplete	Terms 1, 2 & 3 (week 9)
Total weighting of each component		40%	60%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: Community and Family Studies Year: 2022

Outcomes	Components	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in critical thinking, research, analysing and communicating		
P1.1, P1.2, P2.4, P4.1, P4.2, P5.1, P6.1	1. Research/Skills task	10%	25%	35%	Term 2 (week 2)
P2.1, P2.3, P4.1, P4.2	2. Case study/Research Task	10%	25%	35%	Term 3 (week 2)
P2.2, P2.4, P3.1, P3.2, P4.1, P4.2	3. Yearly examination	20%	10%	30%	Term 3 (week 6/7)
Total weighting of each component		40%	60%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: Design & Technology Year 2022

Outcomes to be assessed	Tasks	Assessment components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Knowledge and skills in designing, managing, producing and evaluating design projects		
1.1,3.1, 5.2, 6.1, 6.2	1. Design project and portfolio 1		30%	30%	Term 1 (week 10)
1.1, 2.1, 2.2, 3.1, 4.1, 4.2, 4.3, 5.1, 5.2, 5.3,6.2	2. Design project and portfolio 2		30%	30%	Term 3 (week 3)
All	3. Final examination	40%		40%	Term 3 (weeks 6/7)
Total weighting for each component		40%	60%	100%	

ASSESSMENT TASK SCHEDULE

Year 11 Course: Drama Year 2022

Outcomes to be assessed	Tasks	Assessment components			Total weighting of each task	Approximate scheduling of task
		Making	Performing	Critical Studying		
P1.1, 1.2, 1.3, 1.5, 1.7, 1.9, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5	1. Play building Part 1 – Performance 1 Part 2 – Performance 2	20%	15%	5%	40%	Term 2 (Part 1 – week 5) (Part 2 – week 9)
1.1, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.4	2. Scripted drama and individual project – Class production	20%	15%	5%	40%	Term 3 (week 9)
P1.1, 1.2, 1.3, 1.4, 1.5, 1.8, 1.9, 2.1, 2.2, 2.3, 2.4, 3.2, 3.3, 3.5	4. Final examination			20%	20%	Term 3 (week 6)
Total weighting for each component		40%	30%	30%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: English: Standard Year: 2022

Outcomes to be assessed	Tasks	Assessment Modes		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		
EN11-1, EN11-3, EN11-4, EN11-9	1. Imaginative text with reflection – Reading to Write	15%	15%	30%	Term 1 (week 9)
EN11-1, EN11-2, EN11-3, EN11-6, EN11-7	2. Multimodal presentation – Contemporary Possibilities	20%	20%	40%	Term 2 (week 8)
EN11-1, EN11-3, EN11-4, EN11-5	3. Yearly examination	15%	15%	30%	Term 3 (week 6/7)
Total weighting for each component		50%	50%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: English: Advanced Year: 2022

Outcomes to be assessed	Tasks	Assessment Modes		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		
EN11-1, EN11-3, EN11-4, EN11-9	1. Imaginative text with reflection – Reading to Write	15%	15%	30%	Term 1 (week 9)
EN11-1, EN11-2, EN11-3, EN11-6, EN11-7, EN11-8	2. Multimodal Presentation – Narratives that shape our world	20%	20%	40%	Term 2 (week 8)
EN11-1, EN11-3, EA11-5, EA11-6	3. Yearly examination	15%	15%	30%	Term 3 (week 6/7)
Total weighting for each component		50%	50%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: English Extension 1 Year: 2022

Outcomes to be assessed	Tasks	Assessment Modes		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes		
EN11-2, EN11-3	1. Imaginative writing task	15%	15%	30%	Term 1 (week 10)
EN11-1, EN11-2, EN11-4, EN11-5, EN11-6	2. Research task/multimodal presentation	20%	20%	40%	Term 2 (week 9)
EN11-1, EN11-3, EN11-4, EN11-5	3. Yearly examination	15%	15%	30%	Term 3 (week 6/7)
Total weighting for each component		50%	50%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: English Studies Year: 2022

Outcomes to be assessed	Tasks	Assessment Modes		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in: - comprehending texts - communicating ideas - using language accurately, appropriately and effectively		
EN11-1, EN11-2, EN11-10	1. Letter and mock interview – Achieving through English	15%	15%	30%	Term 1 (week 9)
EN11-3, EN11-4, EN11-5	2. Travel destination presentation – On the Road – English and the experience of travel	15%	15%	30%	Term 2 (week 8)
EN11-6, EN11-7, EN11-9	3. Yearly examination	20%	20%	40%	Term 3 (week 6/7)
Total weighting of each component		50%	50%	100%	



ASSESSMENT TASK SCHEDULE


Year 11 Course: Food Technology Year: 2022

Outcomes to be assessed	Tasks	Assessment Components			Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Knowledge and skills in designing, researching, analysing and evaluating	Skills in experimenting with and preparing food by applying theoretical concepts		
P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	1. Nutrition Investigation	10%	10%	10%	30%	Term 1 (week 10)
P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	2. Food Quality Presentation Task		10%	20%	30%	Term 2 (week 10)
P1.1, P1.2, P2.2, P4.4, P5.1	3. Yearly examination	30%	10%		40%	Term 3 (weeks 6/7)
Total weighting of each component		40%	30%	30%	100%	



ASSESSMENT TASK SCHEDULE

Hospitality

		PUBLIC SCHOOLS NSW ULTIMO RTO 90072 HOSPITALITY- FOOD AND BEVERAGE CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE Preliminary Year 2022 - HSC 2023 QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2) Training Package: SIT Tourism, Travel and Hospitality (Release 1.2)				NESA Course Code 2 U X 2 YR – 26511 2022 HSC Exam: 26589 LMBR UI Code (11 OR 12) SIT20316126511B	
Term	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
9 PRELIMINARY UOCs						Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: SITHIND003 Use hospitality skills effectively	240 Indicative Hours over 2 years
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	E C E	M M E	10 15 10	Cluster A: Getting Ready for Work (as a Sandwich Artist) Scenario, written task, case study, observation of practical work	35 hrs Work placement 30% Prelim Yearly Exam
Term 2 & 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	E E E	15 20 15	Cluster B: Sustainable Kitchen Practices Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	Prepare and serve non-alcoholic beverages Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	Cluster C: Working Relationships Scenario, written task, case study, role play, observation of practical work	
6 HSC UOCs							
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers Prepare and serve espresso coffee* Serve food and beverage Use hospitality skills effectively	C E E C	S S S E	15 15 40 20	Cluster D: Café Culture Role play, written questioning, observation of practical work, student reflection, portfolio of evidence *Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment.	35 hrs Work placement 70% HSC Trial Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	Cluster E: Working in the Hospitality Industry Written questioning, student reflection	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total Hours 245		Units of competency from the HSC focus areas will be included in the optional HSC examination.		



ASSESSMENT TASK SCHEDULE

Year 11 Course: Industrial Technology – Multimedia Technologies

Year: 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Knowledge and skills in the management, communication and production of projects		
P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	1. Industry Case Study	10%	10%	20%	Term 1 (week 10)
P2.1, P3.1, P3.2, P4.1, P4.2, P4.3, P5.2	2. Preliminary Project		40%	40%	Term 3 (week 5)
P1.1, P1.2, P2.1, P6.1, P7.1	3. Final examination	30%	10%	40%	Term 3 (weeks 6/7)
Total weighting of each component		40%	60%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: Investigating Science Year: 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Investigation skills		
Module 1 INS 1-8, 11-4, 11-5, 11-6, 11-7	1. Practical Exam and Data Analysis	10%	20%	30%	Term 1 (week 10)
Modules 2 & 3 11-4, 11-5, 11-6, 11-7, 11-9, 11-10	2. Depth Study	20%	20%	40%	Term 3 (week 3)
Modules 1-4 INS 11-1, 11-2, 11-3, 11-7, 11-8, 11-9, 11-10, 11-11	3. Final examination	10%	20%	30%	Term 3 (weeks 6/7)
	4. Module summary notes/online course work completed	Students submit own		Complete/ Incomplete	Terms 1, 2 & 3 (week 9)
Total weighting of each component		40%	60%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: Legal Studies Year: 2022

Outcomes to be assessed	Task	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Analysis and research	Inquiry and research	Communication of legal information, issues and ideas in appropriate forms		
P1, P2, P3, P6, P9, P10	1. The Legal System – topic test	15%	5%	5%	5%	30%	Term 1 (week 9)
P1, P2, P3, P4, P5, P8	2. The individual and the Law – oral report	5%	5%	15%	5%	30%	Term 2 (week 9)
ALL	3. All topics –Examination	20%	10%		10%	40%	Term 3 (weeks 6/7)
Total weighting of each component		40%	20%	20%	20%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: Mathematics Advanced Year: 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Understanding fluency and communicating	Problem solving, reasoning and justification		
MA 11-1, 11-2, 11-8, 11-9	1. Topic Task – F1.1, F1.2, F1.3, F1.4	15%	15%	30%	Term 1 (week 9)
MA 11-1, MA 11-3, MA 11-4, MA 11-8, MA 11-9	2. Assignment/investigation – MA – T1, MA-T2	15%	15%	30%	Term 2 (week 9)
MA 11-1 – MA 11-9	3. Yearly examination – all topics	20%	20%	40%	Term 3 (week 6/7)
Total weighting of each component		50%	50%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: Mathematics Standard Year: 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Understanding, fluency and communicating	Problem solving, reasoning and justification		
MS11-1, MS 11-2, MS11-3, MS11-9, MS11-10	1. Topics task topics A1, A2, M1.1, M1.2, M1.3	15%	15%	30%	Term 1 (week 9)
MS11-1, MS11-2, MS11-3, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	2. Assignment/investigation topics F1.1, F1.2, S1	15%	15%	30%	Term 2 (week 9)
Ms11-1 to MS11-10	3. Yearly examination topics F1.1, F1.2, A1, A2, S1, S2, M1, M2	20%	20%	40%	Term 3 (week 6/7)
Total weighting of each component		50%	50%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: Mathematics (Extension 1) Year 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Understanding, fluency and communicating	Problem solving, reasoning and justification		
ME 11-1, ME 11-2, ME 11-6, ME11-7	1. Topic Task - ME-F2, MEF1	15%	15%	30%	Term 1 (week 9)
ME-1,3,6,7	2. Assignment/investigation - topics ME-F1, ME-T1, ME-T2	15%	15%	30%	Term 2 (week 9)
ME11-1-7	3. Yearly examination - all topics	20%	20%	40%	Term 3 (week 6/7)
Total weighting of each component		50%	50%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: Modern History Year: 2022

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Historical skills in the analysis and evaluation of sources and interpretation	Historical inquiry and research	Communication of historical understanding in appropriate forms		
MH11.1 to MH11.9	1. The shaping of the modern world: World War One – source based formative task	15%	5%	5%	5%	30%	Term 1 (week 9)
All	2. Historical investigation – PBL	5%	5%	15%	5%	30%	Term 2 (week 9)
All	3. Examination – All topics	20%	10%		10%	40%	Term 3 (weeks 6/7)
Total weighting of each component		40%	20%	20%	20%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: Music Year: 2022

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Performance	Composition	Musicology	Aural		
P2, P3, P5, P8	1. Composition <ul style="list-style-type: none"> - History of music notation - Submission of composition with three compositional genres and three related listening excerpts (from topic 1) 		25%			25%	Term 1 (week 8)
P3, P4, P6, P6, P7, P8	2. Performance Viva Voce <ul style="list-style-type: none"> - Rock music - Solo or ensemble performance and in class viva voce using performance repertoire demonstrating an understanding of features of the topic 	10%		10%	10%	30%	Term 2 (week 7)
P1, P2, P4, P6	3. Performance Viva Voce <ul style="list-style-type: none"> - Aural written exam - Small ensembles - Solo or ensemble performance and summary demonstrating the relevance of the performance repertoire within the topic 	15%		15%	15%	45%	Term 3 (week 6/7)
Total weighting of each component		25%	25%	25%	25%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: PD/H/PE Year: 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Skills in critical thinking, research, analysing and communicating		
P1 – P6, P15, P16	1. Better Health for Individuals	20%	10%	30%	Term 1 (week 10)
P7- P11, P16, P17	2. The Body in Motion	10%	20%	30%	Term 2 (week 7)
P1 – P12, P15 – P17	3. Yearly examination	10%	30%	40%	Term 3 (weeks 6/7)
Total weighting of each component		40%	60%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: Physics Year: 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding	Skills in Working Scientifically		
PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8	1. Practical examination	10%	20%	30%	Term 1 (week 9)
PH11/12-1, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-7, Ph11-12-9	2. Depth study practical report and presentation	10%	30%	40%	Term 2 (week 9)
PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	3. Final examination	20%	10%	30%	Term 3 (weeks 6/7)
	4. Module summary notes/online units completed	Students submit own		Complete/incomplete	Terms 1,2 & 3 (week 9)
Total weighting of each component		40%	60%	100%	

ASSESSMENT TASK SCHEDULE

Year 11 Course: Society & Culture Year: 2022

Outcomes to be assessed	Tasks	Assessment Components			Total weighting of each task	Approximate scheduling of task
		Knowledge and understanding of course content	Application and evaluation of social and cultural research methods	Communication and information, ideas and issues in appropriate forms		
P1, P3, P6, P9, P10	1. The Social and Cultural World structured task	25%		5%	30%	Term 2 (week 2)
P1, P4, P5, P6, P7, P8	2. All topics – Mini PIP		30%		30%	Term 3 (week 4)
All	3. All topics – Examination	25%		15%	40%	Term 3 (week 6/7)
Total weighting of each component		50%	30%	20%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: Spanish Stage 6 Beginners Year: 2022

Outcomes to be assessed	Tasks	Assessment Components				Total weighting of each task	Approximate scheduling of task
		Listening	Reading	Speaking	Writing		
1.1, 1.2, 1.3, 2.1, 2.2, 2.3	1. Oral Presentation / Response to Oral Text – Describing Self and Family	20%		10%		30%	Term 1 (week 9)
2.1, 2.2, 2.4, 2.5, 2.6, 3.3, 3.4	2. Response to written text - Family life, home and neighbourhood; People, place and communities.		20%		10%	30%	Term 2 (week 7)
1.1, 1.2, 1.4, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	3. Yearly Examination	10%	10%	10%	10%	40%	Term 3 (week 6/7)
Total weighting of each component		30%	30%	20%	20%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: Visual Arts Year: 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Art Criticism/ Art History (Theoretical)	Conceptual Strength & Meaning Art-making)		
P7 – 10	1. Research and written investigations & VAPD artmaking investigations	15%	10%	25%	Term 2 (week 2)
P1 – 6	2. Independently driven body of work and presentations		40%	40%	Term 3 (week 2)
P1 – 10	3. Yearly examination	35%		35%	Term 3 (week 6/7)
Total weighting of each component		50%	50%	100%	



ASSESSMENT TASK SCHEDULE

Year 11 Course: Visual Design Year: 2022

Outcomes to be assessed	Tasks	Assessment Components		Total weighting of each task	Approximate scheduling of task
		Designing and Making	Critical and Historical Studies		
DM1-6, CH1-4	1. Design investigations and research, Visual Design process diary and presentation of design pieces/portfolio of work	20%	15%	35%	Term 1 (week 9)
DM1-6, CH1-4	2. Design investigations and research, VDPD and presentation of design pieces/portfolio of work	30%	5%	35%	Term 2 (week 8)
DM1-6, CH1-4	3. Self-driven design project, VDPD, and final design piece/portfolio of work presentation	20%	10%	30%	Term 3 (week 7)
Total weighting of each component		70%	30%	100%	



ASSESSMENT TASK SCHEDULE PLANNER: Term 1, 2022

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
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8					
9					
10					
11					



ASSESSMENT TASK SCHEDULE PLANNER: Term 2, 2022

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					



ASSESSMENT TASK SCHEDULE PLANNER: Term 3, 2022

Week Number	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					

