

# Year 11 Assessment Policy 2021



Sydney  
Secondary  
College  
Blackwattle Bay



**Sydney Secondary College Blackwattle Bay Campus**

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Introduction	3
Sydney Secondary College Assessment Policy	4
HSC Assessment Procedures	6
Communication of Results to Students and Parents	10
Failure to complete NESA requirements	11
Assessment rank order notice	12
Formal Examination Periods	13

Ancient History	14	Music 1	45
Biology	15	Music 2	46
Business Studies	16	PDHPE	47
Chemistry	17	Photography, Video & Digital Imaging	48
Chinese and Literature	18	Physics	49
Chinese in Context	19	Society and Culture	50
Community & Family Studies	20	Software Design and Technology	51
Design and Technology	21	Sport, Lifestyle and Recreation Studies	52
Drama	22	Studies of Religion 2	53
Earth & Environmental Science	23	Textiles & Design	54
Economics	24	Visual Arts	55
Engineering Studies	25		
English- Advanced	26	Competency Based Information	56
English- EAL/D	27	Business Services VET	57
English- Extension	28	Construction Pathways VET	58
English-Standard	29	Entertainment Industry VET	59
English Studies	30	Entertainment Industry Specialisation Study VET	60
Food Technology	31	Hospitality Food and Beverage Operations VET	61
French Beginners	32	Hospitality Kitchens Operations VET	62
French Continuers	33	Skills for Work VET	63
Geography	34		
Industrial Technology	35	<b>Appendix 1</b>	64
Information Processes & Technology	36	<i>Assessment Task Cover Sheet</i>	
Investigating Science	37	<b>Appendix 2</b>	66
Japanese- Beginners	38	<i>Illness/Misadventure Application Form</i>	
Japanese- Continuers	39	<b>Appendix 3</b>	68
Legal Studies	40	<i>Examination Procedures</i>	
Mathematics Advanced	41	<b>Appendix 4</b>	69
Mathematics Extension 1	42	<i>Personal Year 11 Assessment Calendar</i>	
Mathematic Standard 1	43	<b>Appendix 5</b>	70
Modern History	44	<i>Glossary of Key Words</i>	

## **Blackwattle Bay Campus**

### **Introduction**

This booklet will outline the assessment tasks that must be completed to show that you have satisfied the requirements of each course. This booklet should be read in conjunction with the Higher School Certificate Rules and Procedures. Student assessment provides evidence for making judgments about student achievement. Each student is required to complete a statement acknowledging they have received the booklet, attended the workshop about assessment practices and understand their rights and responsibilities with regard to assessment.

Students must complete all course work to a satisfactory standard in order to meet the requirements of the HSC course.

If you have any concerns or issues regarding any assessment task, you should consult the Head Teacher of the faculty in which the course is delivered and then the Deputy Principal responsible for your year group.

It is most important to keep your year advisers & teachers up to date with changes to your study. If you are going to be absent for any period of time, you must first request approval from the Principal.

In regard to assessment procedures, you may wish to contact any member of the Assessment Team.

Ms. Leiza Lewis

**Principal**

**Issued 29<sup>th</sup> January 2021**

## Sydney Secondary College Assessment Policy

Assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment can be used to:

- assist student learning
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in a course in relation to the syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

**Assessment of Learning** (summative assessment) - assists teachers in using evidence of student learning to assess achievement against outcomes and standards. This usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking depends on the validity and reliability of the activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

**Assessment for Learning** (formative assessment) – involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. This usually occurs throughout the teaching and learning process to clarify students learning and understanding.

Assessment for learning:

- reflects a view of learning in which assessment helps students learn better, rather than just to achieve a better mark
- involves formal and informal assessment activities as part of learning and to inform the planning of future learning
- includes clear goals for the learning activity
- provides effective feedback that motivates the learner and can lead to improvement
- reflects a belief that all students can improve
- encourages self-assessment and peer assessment as part of the regular classroom routines
- involves teachers, students and parents reflecting on evidence
- is inclusive of all learners.

**Assessment as Learning** – occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Sydney Secondary College campuses are expected to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding (level of achievements) of the outcomes in a range of different task types
- develop quality assessment tasks and well-constructed marking guidelines
- provide effective feedback to students in relation to their strengths and weaknesses and areas for improvement
- encourage students to take greater responsibility for their own learning
- evaluate and refine teaching programs in response to student performance
- report student achievement to various audiences including parents, employers and others in ways that meet their needs
- report on assessment marks for the HSC [except for VET curriculum frameworks], satisfactory completion and grades for Year 11 and for Year 10 to the NSW Education Standards Authority (NESA).

# HSC Assessment Procedures

## Assessment Marks and Notification

- The assessment mark for each course is a measure of achievement course including that which cannot be tested at a final examination (e.g. practical work, oral skills, research tasks, multimodal etc.)
- Each faculty will follow policy as laid down by the NSW Education Standard Authority (NESA) and set tasks and the marks to be awarded for each task in accordance with the syllabus documents.
- Tasks are scheduled by week and term, with students given a minimum of two weeks written notice of the:
  - time and date when the task is to be submitted
  - venue where the task is to be submitted
  - nature of the task
  - task description
  - marking criteria
  - outcomes to be assessed
- The **course assessment schedules** contained within this booklet specify the term and week in which each assessment task is scheduled. Assessment dates will be published on the Blackwattle Bay Campus Calendar available on the Sentral Parent and Student Portal.
- **Changes to the stated assessment task schedule** must be communicated to the students in writing with two weeks' notice. Students are required to sign an **Assessment Task Register Sheet** indicating they have received the variations. Changes to any assessment task must have the approval of the Deputy Principal.

## Procedures for Disability Provisions

- Principals have the authority to decide on, and to implement, **disability provisions** for school-based assessment tasks, including examinations. Provisions are provided to ensure students with a disability are able to access and respond to a task. Implementing disability provisions is based on the recommendations from the Learning Support Team.
- **Students seeking disability provisions** for assessment tasks are to communicate with their Class Teacher and Head Teacher at least two weeks prior to the date of the assessment task. Class teachers should be aware of students requiring disability provisions and implement appropriate support.
- Disability provisions must be applied for and approved by NESA for the Higher School Certificate Examinations. Parents and students should contact the Head Teacher Learning and Support for assistance and applying for disability provisions. Applications **must be lodged to NESA by the end of term one except in exceptional circumstances.**

## VET Information

- VET courses are based on Industry Training Packages and teach industry specific skills. These are competency based and allow a student to gain both HSC qualification and Australian Qualification Framework (AQF) accreditation. Students work to develop the competencies, skills and knowledge described in each Unit of Competency.
- To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry. Units of competence are assessed holistically as cluster tasks and students are assessed as either “competent” or “not yet competent” for individual units of competency.
- Students are given the opportunity to develop skills over time and have multiple opportunities to demonstrate competence to qualified assessors. Evidence of competence will be gathered in an ongoing basis as well as at specific assessment events.
- Evidence will be collected through a range of assessment activities using direct, indirect and supplementary methods. The achievement of units of competency by students determines the final vocational qualification that a student will achieve.
- Students may choose to undertake the optional HSC examination for a VET course for Australia Tertiary Admission Rank (ATAR) purposes. Schools must determine a HSC examination estimate, which should be based on two formal examinations during the 240 hour course. Therefore, in addition to competency assessment, all students in VET courses must undertake Year 11 Examinations and HSC Trial Examinations to be used for this purpose. Students are also required to complete a minimum of 35 hours of mandatory work placement for each 2 units of a VET curriculum Framework course studied.

## Attendance and Assessment Task Requirements

- Students must demonstrate that they are serious candidates for the Higher School Certificate by their **regular attendance at school and in lessons** and through their **satisfactory performance and in assessment tasks**. They must be present and be on time at the place specified for each assessment task. Take home tasks must be submitted at the correct time and location as specified in the assessment notification.
- Students must keep a copy of all of their completed assessment tasks. Students are expected to have a back-up digital copy of any digitally created work. **Technology failure is not an acceptable excuse** for missing an assessment due date.



- Assessment tasks must be submitted with a **cover sheet** with a completed declaration of **All My Own Work** (*Appendix 1*).
- Students who **do not complete/submit an assessment task** will be awarded zero marks. A **NESA 'N' determination Warning Letter** may be sent (refer to p.12 for outline of this process). Students will still be required to submit the task and receive feedback. This process will redeem the 'N' determination warning.
- **Students absent from an assessment task** must provide a medical certificate to the Deputy Principal and/or the Head Teacher on the first day they return to school. The medical certificate must be the original on letterhead, cannot be post-dated and must include the date/s of the assessment task. The doctor's certificate must state a detailed reason for inability to attend and/or complete the task. The student must attach this medical certificate to the Illness/Misadventure Application Form and submit it to the Deputy Principal and/or the Head Teacher on the day they return to school (*Appendix 2*). Spare copies of this form are available from Student Administration Desk and can be found on the School's website under the link 'Assessment'. The Head Teacher of the subject will determine what action will be taken, for example, to sit for the assessment task or to arrange an alternative task.
- **Late submission of an Assessment Task.** Students are required to submit work by the due date. If there is evidence of Illness/Misadventure, students are to complete the Illness/Misadventure Application Form with supporting documentation and submit it to the Deputy Principal and/or the Head Teacher. Students who submit a task after the due date **may be awarded a zero.**
- In exceptional circumstances, a student's **inability to meet assessment** dates can be **foreseen** prior to the deadline. Examples include emerging clashes with major sporting events, student leadership events, IMP and performing arts events or designated overseas school travel (e.g. East Timor Sister School Program). If this occurs it is the student's responsibility to immediately contact the Deputy Principal and/or the Head Teacher of the course concerned before the date of the task. An **Illness/Misadventure Application Form** must be completed. Alternative arrangements for the task will be decided by the Deputy Principal and the Head Teacher of the course after considering the information provided.
- **Extended leave will not be granted during formal examinations.** Final decisions will be made at the discretion of the Principal.
- **Students absent from a formal examination** must provide a medical certificate for the day of the missed examination and attach it to the Illness/Misadventure Application Form. It must be handed to the Deputy Principal and/or the Head Teacher on the first day they return to school. Students should be familiar with the Examination Procedures (*Appendix 3*).

- **Non-Serious or Non-Attempts.** Students should enter a HSC examination to complete an assessment task knowing they **must** make a **genuine effort at the task or examination**. NESAs Rules and Procedures describe the requirements that students make a serious attempt to answer the examination questions. Failure to do so is called a non-serious attempt or non-attempt. A student's task or examination is considered a **non-attempt** if there is no evidence of academic engagement with the task or examination. Students are required to attempt a range of question types throughout the examination paper. It is not sufficient to answer multiple choice questions only. Merely re-writing the question is **not** considered to be an adequate attempt at the paper. A **non-serious attempt** is where students write or draw frivolous or objectionable material in response to the question. If a student is identified as providing non-serious or non-attempts, they will be asked to justify why they should receive a result in the task or examination. The consequences may be significant and may include not receiving an award in that course and/or the award of the HSC.
- **Malpractice** is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes plagiarism (to pass off words or ideas of another as one's own or to use another's work without crediting sources) or copying (using the work of another person and submitting it as your own). It may include but is not limited to:
  - copying someone else's work in part or in whole, and presenting it as their own
  - using material directly from books, journals, CDs or the internet without reference to the source
  - building in the ideas of another person without reference to the source
  - buying, stealing or borrowing another person's work and presenting it as their own
  - submitting work to which another person such as a parent, coach or subject expert had contributed substantially
  - using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgment
  - paying someone to write or prepare material
  - breaching school examination rules
  - using non-approved aides during an assessment task
  - contriving false explanations to explain work not handed in by the due date
  - assisting another student to engage in malpractice.
- **Malpractice.** Any student found to have plagiarised or to be guilty of any malpractice will be awarded **zero**. All incidents of malpractice will be referred to the Assessment Team by the Head Teacher. Students should refer to the NESAs website for further details on cheating and malpractice and its consequences. Schools are required to complete a Malpractice Register on the NESAs site for all incidences of malpractice.

- **Students starting after the beginning of a Year 11 or Year 12 course** will be required to demonstrate achievement of outcomes for any missed assessment tasks.
- Students who are studying a subject at the **NSW School of Languages (NSL), Distance Education** or **Saturday School of Community Languages** will be issued with separate policies from these institutions. They should check with the supervising teacher(s) regularly to ensure any information regarding assessment is received. All general information on HSC assessment policy stated in this book still applies. Students of NSW School of Languages must ensure their study days and examination days are registered with Rolls Administration.

## **Communication of results to Students and Parents**

- Each student should be given the raw mark for each task.
- Each student should be given their course ranking for each task.
- The results of assessment tasks can be queried only at the time the tasks are returned. Appeals raised after the tasks has left the classroom will not be considered. In the case of tests/assignments/essays etc., time should be given in class for students to check the addition of marks and to read comments so that they can make an informed query. Should the query not be resolved in class, the task should be collected and referred to the Head Teacher.
- Invalid or Non-Discriminating Tasks. If there are problems associated with the administration of an assessment task or if the task is deemed to be invalid, an additional task may be allowed provided sufficient notice is given. Weightings may be adjusted accordingly.
- The final course rank will be made available to all students at the end of the course. Guidelines for appeals are outlined in the HSC Rules and Procedures book.
- Students will not be advised of the final raw course mark.

## Failure to complete NESA Requirements

- NSW Education Standard Authority (NESA) requires all students to:
  - follow the course
  - apply themselves with diligence and sustained effort to the set tasks and experiences that the school provides in the course
  - achieve some or all of the course outcomes
- **The non-completion of a course procedure** commences when a student has not met one of the requirements above.
- The **first official warning letter** is issued indicating the area(s) of concern. The Teacher and Head Teacher of the faculty interview the student in danger of not satisfactorily completing a course. The Head Teacher documents the interview which outlines what action the student needs to take in order to redress the situation. It will also specify the time frame.
- A **second official warning** letter will be issued if a student continues to fail to meet NESA requirements. A student cannot receive more than one warning letter for the same task. Once the second official warning letter is issued, an interview with a Deputy Principal and Head Teacher will be organised to discuss all outstanding and current concerns. At the interview, a plan for improvement will be negotiated and be implemented over an agreed time.
- Receipt of the **third official warning letter** for any one further indiscretion or a series of indiscretions will result in an interview with the Deputy Principal, parent/carer and the student. At this interview, the Deputy Principal will make a determination, which may include a formal Deputy Principal program of improvement.
- Receipt of **further official warning letters** and/or unsuccessful completion of a formal Deputy Principal program of improvement will result in an interview with the Principal who will make a decision regarding an **“N” determination**.

NESA states that students who have received a minimum of two official warning letters in a single course and who have not completed the requirements detailed on these letters are at risk of receiving an “N” determination for that course. In this circumstance the subject will not count towards the award of the Higher School Certificate.

## HSC Assessment Rank Order

HSC Assessment Rank Order can be accessed from Students Online using the student's NESA number and PIN. The assessment ranks are available after the final HSC Examination.

If a student feels they have been incorrectly ranked in a course, talk to the Head Teacher immediately. If you are still not satisfied that your ranking is correct, you can apply to the school for a review. In this review, the school will consider whether it:

1. weighted its assessment tasks in line with NESA requirements
2. complied with the stated assessment program when deciding the final assessment mark
3. miscalculated or made a clerical error when deciding the final assessment mark.

If you want to apply for a review, you must do this before the cut-off date, which is two days after the final HSC Examination. The school will inform students of the review outcome and inform NESA if assessment marks and rank order should change.

**You can appeal to NESA** if you are unhappy with the school's response.

If you are dissatisfied with the outcome of the school's review, you can ask your Principal to lodge an appeal with NESA. NESA will only consider whether the school's review was:

- adequate for deciding items 1-3 above
- completed properly

NESA will not revise assessment marks or rank order. If they uphold the appeal, they will ask the school to correct any errors.

## **Formal Examination for Higher School Certificate Students**

Year 11 and Year 12 will have one school based, formal examination each year. These Examination dates will be published for students and parents five weeks in advance. Each student receives a personalised timetable and they are encouraged to keep a digital copy and the hard copy provide by the school.

Trial Higher School Certificate Examinations: Mid Term 3

Year 11 Examinations: End of Term 3

A copy of the Examination Procedures is included in this booklet (*Appendix 4*).

### **Absence or travelling on Holidays During Examinations**

Students are aware of the weeks for all assessment tasks and dates of formal examinations many months in advance. They are gazetted on the school's website, Sentral Portal and all calendar information distributed to students. Students and their families must make sure holidays are not planned during these periods as rescheduling may not be possible due to time constraints of the assessment and reporting periods.



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Historical Investigation</b> Historical Authentication & reliability	<b>Source Analysis</b> Thera	<b>Yearly Examination</b> Written Examination	
<b>Timing</b>	Term 1 Week 9 Monday 22 March Hand in during recess	Term 2 Week 6 Friday 28 May (pt) In class assessment (hall)	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	AHT1-3,4,5,6,8,9	AHT1-6,7,9,10	AHT1-1,2,6,7,9	
<b>Components</b>				<b>Weighting (%)</b>
Knowledge and understanding	5	5	30	40
Historical skill in analysis and evaluation of sources and interpretations	5	10	5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	10	5	5	20
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Nature of task	Task 1	Task 2	Task 3	Weighting (%)
	<u>Skills test: Data Analysis Task</u> <b>Module 3:</b> Biological Diversity Collection of first-hand data, analysis of data and communicating scientifically. Week 10, Term 1	<u>Depth study: Scientific Report</u> <b>Module 1:</b> Cells as the basis of life Perform an in-class practical investigation that explores enzyme activity. Students to submit a scientific report based on their investigation. Due Week 8, Term 2	<u>Yearly Examination</u> All modules Weeks 9 and 10, Term 3	
<b>Timing</b>				
<b>Outcomes assessed</b>	BIO11/12-1, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-11	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-7, BIO11-8	All outcomes	
<b>Components</b>				
<b>Working Scientifically</b>	25	25	10	<b>60</b>
<b>Knowledge and Understanding</b>	5	5	30	<b>40</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>





	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Topic Test</b> Nature of Business	<b>Business Plan and Presentation</b> Business Management	<b>Yearly Examination</b> Written Examination	
<b>Timing</b>	Term 1 Week 8 Monday 15th March In Class L3-P1, L5-P2, L2-P3 L4-P6	Term 3 Week 2 Monday 19 July Hand in Recess Top of B Block Presentations in Class ALL Week	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P1, P2, P6, P7, P8,	P1, P4, P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
<b>Components</b>				<b>Weighting (%)</b>
Knowledge and Understanding	10	15	15	40
Stimulus Based Skills		5	15	20
Inquiry & research	5	15		20
Communication of understanding in appropriate forms	5	5	10	20
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<p><b>Depth Study – Water purification</b></p> <p><b>Module 1: Properties and Structure of Matter</b></p> <p>Perform a first-hand investigation on purification and testing of polluted water.</p> <p>Students to submit a Scientific report based on their investigation.</p>	<p><b>Skills Task</b></p> <p><b>Module 2: Introduction to Quantitative Chemistry</b></p> <p>In class skills task on calculations including:</p> <ul style="list-style-type: none"> <li>• Chemical reactions</li> <li>• Stoichiometry</li> <li>• Mole concept</li> <li>• Concentration and molarity</li> </ul>	<p><b>Yearly Examination</b></p> <p>Written Examination on all outcomes</p>	
<b>Timing</b>	Week 6, Term 1 2021	Week 9, Term 2 2021	Weeks 9-10 ,Term 3 2021	
<b>Outcomes assessed</b>	CHE11/12-1, CHE11/12-2, CHE11/12-3, CHE11/12-5, CHE11/12-7, CHE11-8	CHE11/12-4, CHE11/12-6, CHE11-9	All outcomes	
<b>Components</b>				<b>Weighting (%)</b>
<b>Working Scientifically</b>	25	20	15	<b>60</b>
<b>Knowledge and Understanding</b>	5	10	25	<b>40</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



	Task 1	Task 2	Task 3
<b>Nature of task</b>	<b>Response to written and visual texts</b>	<b>Speech\Response to spoken texts</b>	<b>Yearly Examination</b> Written Examination
<b>Timing</b>	Term 1 Week 10 Response to spoken and written texts: Tuesday 30 March Conduct during class time	Term 2 Week 10 Speech script online submission before 8:55am Monday 21 June Speech and response to spoken texts in class on Tuesday 22 June Wednesday 23 June	Term 3 Weeks 9-10
<b>Outcomes assessed</b>	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.7, 4.1, 4.2, 4.3	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.7
<b>Components</b>	<b>Weighting (%)</b>		
<b>Listening</b>		20	20
<b>Reading</b>	20		20
<b>Speaking</b>		10	10
<b>Writing</b>	15		15
<b>Total (%)</b>	<b>35</b>	<b>30</b>	<b>35</b>
			<b>100</b>



	Task 1	Task 2	Task 3
<b>Nature of task</b>	<b>Response to spoken texts \Interview with teacher</b>	<b>Multimodal presentation in Chinese \Response in English to written texts in Chinese</b>	<b>Yearly Examination</b> Written Examination
<b>Timing</b>	Term 1 Week 10 Tuesday 30 <sup>th</sup> March and Wednesday 31 March Conduct during class time	Term 2 Week 10 Multimodal presentation online submission before 8:55am Monday 21 June Presentation and response to written texts in class on Tuesday 22 June Wednesday 23 June	Term 3 Weeks 9-10
<b>Outcomes assessed</b>	1.1, 1.2, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4
<b>Components</b>	<b>Weighting (%)</b>		
<b>Listening</b>	20		5
<b>Reading</b>		20	5
<b>Speaking</b>	10	20	30
<b>Writing</b>			20
<b>Total (%)</b>	<b>30</b>	<b>40</b>	<b>30</b>
			<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Case Study</b> Resource Management	<b>Research Task</b> Families and Communities	<b>Yearly Examination</b> Written Examination	
<b>Timing</b>	Term 1 Week 9 Thursday 25 March Hand in at Recess	Term 2 Week 8 Thursday 10 June Hand in at Recess	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P1.1, P4.2, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1 – P7.4	
<b>Components</b>				<b>Weighting (%)</b>
<b>Knowledge and understanding of course content</b>	10	10	20	<b>40</b>
<b>Skills in critical thinking, research methodology, analysing and communicating</b>	20	20	20	<b>60</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Task 1</b> Preliminary Project 1	<b>Task 2</b> Preliminary Project 2	<b>Yearly Examination</b> Written Examination	
<b>Timing</b>	Term 2 Week 4	Term 3 Week 6	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	1.1, 3.1, 4.1, 4.3, 5.1	P3.1, P5.2, P5.3, P6.2	All outcomes	
<b>Components</b>				<b>Weighting (%)</b>
<b>Knowledge and understanding of course content</b>	10	10	20	<b>40</b>
<b>Knowledge and skills in designing, managing, producing and evaluating design projects</b>	30	20	10	<b>60</b>
<b>Total (%)</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>



	Task 1	Task 2	Task 3	Weighting (%)
<b>Nature of task</b>	<p><b>Presentation of Individual Performance</b></p> <p>Individual performance presentation demonstrating exploration of role/character development, log book plus research informing refinement of dramatic action.</p>	<p><b>Performance: Drama Night</b></p> <p>Performance of Group playbuilding task, logbook analysis of improvisation, research, evaluation of ideas and application of elements of drama</p>	<p><b>Yearly Exam: Acting skills, Improvisation, Movement, Class Workshops, Theatrical Theorists/Practitioners, Theatrical Styles, Elements of Production</b></p> <p>Exam: Two Essay questions based on a choice from the above topics.</p>	
<b>Timing</b>	Term 1, Week 9 (all week March 22 - 26)	Term 2, Week 9 16 <sup>th</sup> June	Term 3 Weeks 9 - 10	
<b>Outcomes assessed</b>	P1.1, P1.3, P1.5, P2.1,P3.1	P1.1,P1.2 P1.3, P1.5	P1.6, P2.2,P2.4 P2.6, P3.2	
<b>Components</b>				
<b>Making</b>	20	10	10	40
<b>Performing</b>	10	20		30
<b>Critically Studying</b>		10	20	30
<b>Total (%)</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Depth Study/ Environmental Impact Report</b>  Module 4: Human Impacts  Data collection in the field, research and analysis	<b>Media Report based on a working model of an Earth process</b>  Module 2: Plate Tectonics  Module 3: Energy Transformations	<b>Yearly Examination</b>  Written Examination	
<b>Timing</b>	<b>Week 8, Term 1</b>	<b>Week 8, Term 2</b>	<b>Term 3 Weeks 9-10</b>	
<b>Outcomes assessed</b>	EES 11/12-1, EES 11/12-2, EES 11/12-3, EES 11/12-5, EES 11/12-6, EES 11/12-7 EES 11-11	EES 11/12-1, EES 11/12-5, EES 11/12-6, EES 11/12-7, EESEES 11-9, EES 11-10	All Outcomes	
<b>Components</b>	<b>Weighting (%)</b>			
<b>Working Scientifically</b>	30	20	10	<b>60</b>
<b>Knowledge and Understanding</b>	5	10	25	<b>40</b>
<b>Total (%)</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>





	Task 1	Task 2	Task 3
<b>Nature of task</b>	<b>Investigation Report Stimulus Based Task</b> Market case study	<b>Research Report</b> Labour Markets	<b>Yearly Examination</b> Written Examination
<b>Timing</b>	Term 2 Week 3 Thursday 6 <sup>th</sup> May Period 4 in Hall	Term 3 Week 1 Friday 16 <sup>th</sup> July Friday hand in at Recess Top of B block	Term 3 Weeks 9-10
<b>Outcomes assessed</b>	P1, P2, P3, P8, P9, P12	P5, P6, P8, P10	P1, P2, P5, P6, P7, P10, P11
<b>Components</b>	<b>Weighting (%)</b>		
<b>Knowledge and understanding of course content</b>	5	15	20
<b>Stimulus-based skills</b>	10		10
<b>Inquiry and research</b>	10	10	20
<b>Communication of economic information, ideas and issues in appropriate forms</b>	5	5	10
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>
			<b>100</b>

Task number	Task 1	Task 2	Task 3
<b>Nature of task</b>	<b>Engineered Product Analysis</b>	<b>Engineering Solution and Report</b>	<b>Yearly Examination</b>
<b>Timing</b>	Term 2, Week 4	Term 3, Week 2	Term 3, Weeks 9 - 10
<b>Outcomes assessed</b>	P1.2, P2.1, P4.1, P4.2	P1.1, P2.2, P3.2, P6.1	All Outcomes
<b>Components</b>	<b>Weighting %</b>		
Knowledge and understanding of course content	10	10	40
Knowledge and skills in research, problem solving and communication related to engineering practice	20	20	40
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>
			<b>100</b>

	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Common Module</b> <b>Reading to Write</b> <b>Imaginative Writing with Reflection</b>	<b>Module B</b> <b>Critical Study of Literature</b> <b>Multimodal Presentation</b>	<b>Module A</b> <b>Narratives that Shape Our World</b> <b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 10	Term 2, commencing first lesson week 8	Term 3 weeks 9 and 10	
<b>Outcomes assessed</b>	EAT11-2, EAT11-3, EAT11-4, EAT11-5, EAT11-9	EAT11-2, EAT11-3, EAT11-5, EAT11-7 EAT11-8, EAT11-9	EAT11-1, EAT11-3, EAT11-5, EAT11-6	
<b>Components</b>				<b>Weighting (%)</b>
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total (%)</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



Task number	Task 1	Task 2	Task 3	Weighting %
<b>Nature of task</b>	Module C: Texts and Society A range of texts are studied <b>Multi Modal Presentation</b> (including Listening)	Module A: Language and Texts in Context A range of texts are studied <b>Reading and Writing Task with Reflection</b>	Module B: Close Study of Text Novel <b>Yearly examination</b>	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	EAL11-2, EAL11-3, EAL11-6, EAL11-7, EAL11-9	EAL11-1A, EAL11-4, EAL11-7, EAL11-8, EAL11-9	EAL11-1B, EAL11-3, EAL11-4, EAL11-5, EAL11-7	
<b>Components</b>				
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>



Task number	Task 1	Task 2	Task 3	Weighting %
<b>Nature of task</b>	Imaginative Response/ Reflection	Multimodal Presentation	Yearly Examination	
<b>Timing</b>	Term 1, Week 9	Term 2 Weeks 9- 10	Term 3 Weeks 9 and 10	
<b>Outcomes assessed</b>	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6	EE11-1,EE11-2, EE11-3, EE11-5	
<b>Components</b>				
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Complex analysis, sustained composition and independent investigation	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Common Module</b>  Reading to Write Imaginative Writing with Reflection	<b>Module B</b>  Close Study of Literature Multimodal Presentation	<b>Module A</b>  Narratives that Shape Our World Yearly Examination	
<b>Timing</b>	Term 1 Week 10	Term 2, commencing first lesson week 8	Term 3 weeks 9 and 10	
<b>Outcomes assessed</b>	ENT1-1, ENT1-3, ENT1-5, ENT1-9	ENT1-1, ENT1-2, ENT1-5, ENT1-7	ENT1-1, ENT1-4, ENT1-6, ENT1-7 ENT1-8	
<b>Components</b>				<b>Weighting (%)</b>
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	<b>50</b>
<b>Total (%)</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

Task number	Task 1	Task 2	Task 3	Weighting %
<b>Nature of task</b>	<b>Mandatory Module A: Achieving Through English</b> Written submission	<b>Module N The Way We Were</b> Multi Modal Presentation	<b>Module H Part of a Family</b> Collection of Classwork (from Modules A, N and H)	
<b>Timing</b>	Term 1 week 10	Term 2 Week 8	Term 3 Week 8	
<b>Outcomes assessed</b>	ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-3, ES11-4, ES11-7, ES11-9, ES11-10	
<b>Components</b>				
Knowledge and understanding of course content	15	20	15	50
Skills in comprehending texts, communicating ideas and using language accurately, appropriately and efficiently	15	20	15	50
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



	Task 1	Task 2	Task 3
<b>Nature of task</b>	<b>Food Quality Experiment and Preparation</b> Research and food experimentation and preparation.	<b>Nutrition Investigation</b> Research and practical food preparation	<b>Yearly Examination</b> Written Examination
<b>Timing</b>	Term 2, Week 3	Term 3, Week 3	Term 3, Weeks 9-10
<b>Outcomes assessed</b>	P2.2, P4.4	P2.1, P3.1, P4.3	All Outcomes
<b>Components</b>	<b>Weighting (%)</b>		
Knowledge and understanding of course content	10	10	30
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10
Skills in experimenting with and preparing food by applying theoretical concepts	20	10	10
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>
			<b>100</b>





	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Response to spoken/visual texts / Written report in French</b>	<b>Responses in English and French to a series of texts / Q&amp;A with teacher</b>	<b>Yearly Examination</b> Written & Speaking Examination	
<b>Timing</b>	*Family Life Term 1 Week 10 Tuesday 30 March 2021 In class task	*Education Term 2 Week 10 Tuesday 22 June 2021 In-class task	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	2.1, 2.2, 2.6 3.2, 3.3	1.1, 1.2 2.3, 2.4, 2.5	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 3.1, 3.2, 3.3, 3.4	
<b>Components</b>	<b>Weighting (%)</b>			
<b>Listening</b>	20		10	30
<b>Reading</b>		20	10	30
<b>Speaking</b>		10	10	20
<b>Writing</b>	10		10	20
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Response in English/French to conversations and email</b> *Leisure & Interests	<b>Evaluating experiences and perspectives</b> *Education & Aspirations	<b>Yearly Examination</b> Written & Speaking Examination	
<b>Timing</b>	Term 1 Week 10 Monday 29 March 2021 In-class task	Term 2 Week 10 Monday 21 June 2021 In-class task	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	2.1, 2.2, 4.1 3.1, 3.4, 3.5	1.2, 1.3, 1.4 2.2, 2.3, 3.2, 3.5	1.1, 1.2, 1.3, 1.4 2.1, 2.2, 2.3 3.1, 3.2, 3.3, 3.4, 3.5, 3.6 4.1, 4.2, 4.3	
<b>Components</b>	<b>Weighting (%)</b>			
<b>Listening</b>	20		10	<b>30</b>
<b>Reading</b>		20	10	<b>30</b>
<b>Speaking</b>		10	10	<b>20</b>
<b>Writing</b>	10		10	<b>20</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Research Task</b>	<b>Senior Geography Project</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1 Week 9 Thursday 25 March In class time	Term 3 Week 1 Thursday 15 <sup>th</sup> July Hand in during class time	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P1, P2, P3, P7, P8	P7, P8, P9, P10, P11, P12	P1, P3, P4, P5, P6, P12	
<b>Components</b>				<b>Weighting (%)</b>
Knowledge and understanding of course content	10	10	20	40
Geographical tools and skills	5	10	5	20
Geographical inquiry and research, including fieldwork	5	10	5	20
Communication of geographical information, ideas and issues in appropriate forms		10	10	20
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Industry Case Study</b>	<b>Preliminary Project</b> Project and folio	<b>Yearly Examination</b> Written Examination	
<b>Timing</b>	Term 1, Week 6	Term 2 Week 8	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P1.1, P1.2, P5.1, P6.2,	P2.1, P3.1, P4.1, P4.2, P5.2	All outcomes	
<b>Components</b>	<b>Weighting (%)</b>			
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in the management, communication and production of projects	10	30	20	<b>60</b>
<b>Total (%)</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>



	Task 1	Task 2	Task 3
<b>Nature of task</b>	<b>Case Study - Individual</b>	<b>Group Pokémon Project</b>	<b>Yearly Examination</b>
<b>Timing</b>	Term 1, Week 10	Term 2, Week 7	Term 3, Weeks 9–10
<b>Outcomes assessed</b>	P1.1, P1.2, P2.1, P3.1	P6.1, P6.2, P7.1, P7.2	All Outcomes
<b>Components</b>	<b>Weighting %</b>		
Knowledge and understanding of course content	20	20	20
Knowledge and skills in the design and development of information systems	10	10	20
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>
			<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Depth Study - Module 1: Cause and Effect – Observing and Module2: Cause and Effect – Inferences and Generalisations</b> First hand data collection, observations, inferences qualitative and quantitative data	<b>Depth Study - Module 3 : Scientific Models</b> Research on a chosen scientific model, construction of model and presentation	<b>Yearly Examination</b> Written Examination on all outcomes	
<b>Timing</b>	Week 9, Term 1 2021	Week 9, Term 2 2021	Term 3 Weeks 9-10 2021	
<b>Outcomes assessed</b>	INST1/12-1, INST1/12-4, INST1/12-5, INST1/12-6, INST1/12-7, INST1/12-9	INST1/12-1, INS, 11/12-5, INST1/12-6 INST1-7, INST1-10	All outcomes	
<b>Components</b>				<b>Weighting (%)</b>
<b>Working Scientifically</b>	25	20	15	<b>60</b>
<b>Knowledge and Understanding</b>	5	10	25	<b>40</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



	Task 1	Task 2	Task 3	Weighting (%)
<b>Nature of task</b>	<b>Questions and answers in Japanese with teacher</b> <b>Take home reading task</b>	<b>In class reading and writing task</b>	<b>Yearly Examination</b> Written Examination	
<b>Timing</b>	Term 1, Week 10 Tuesday 30 March Reading/Speaking Wednesday 31 March - Thursday 1 April Speaking conducted during class time	Term 2, Week 9 Thursday 17 June Reading & Writing In-class task	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	
<b>Components</b>				
<b>Speaking</b>	20			20
<b>Listening</b>			30	30
<b>Reading</b>	10	20		30
<b>Writing in Japanese</b>		10	10	20
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



	Task 1	Task 2	Task 3	Weighting (%)
<b>Nature of task</b>	<b>Prepared Oral task</b> <b>In class writing in Japanese</b>	<b>Reading task requiring responses in English and/or Japanese</b>	<b>Yearly Examination</b> 7-10 Japanese aural texts with a range of question types requiring responses in English or Japanese  Writing tasks requiring extended responses in Japanese & specific text types	
<b>Timing</b>	Term 1, Week 9 Wednesday 24 March Speaking Friday 26 March Writing	Term 2, Week 7 Friday 4 June In-class task	Term 3, Weeks 9-10	
<b>Outcomes assessed</b>	1.1, 1.2, 1.3, 1.4, 2.1, 2.3, 4.1	3.1, 3.2, 3.3, 3.4, 3.5, 3.6	2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
<b>Components</b>				
<b>Speaking</b>	20			20
<b>Listening</b>			30	30
<b>Reading</b>		30		30
<b>Writing in Japanese</b>	10		10	20
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>





Nature of task	Task 1		Task 2		Task 3	
	Media File and Report The Legal System	Presentation/Extended Response The Individual and the Law	Yearly Examination All topics	Weighting (%)	Weighting (%)	Weighting (%)
<b>Timing</b>	Term 1 Week 9 Wednesday 24th March In Class L3-P1, L5-P2, L2-P3 L4-P6	Term 3 Week 1 Wednesday 14 <sup>th</sup> July Presentation/In-Class Essay	Term 3 Weeks 9-10			
<b>Outcomes assessed</b>	P1, P2, P4, P6	P1, P3, P4, P5	P1, P2, P3, P4, P5, P6			
<b>Components</b>						
Knowledge and understanding of course content	10	10	20	40		
Analysis and evaluation	5	10	5	20		
Inquiry and research	10	10	0	20		
Communication of legal information, issues and ideas in appropriate forms	5	10	5	20		
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>		



	Task 1	Task 2	Task 3
<b>Nature of task</b>	Open Book Test	Investigative Task	Yearly Examination
<b>Timing</b>	Term 1 Week 9	Term 2 Week 6	Term 3 Weeks 9-10
<b>Outcomes assessed</b>	MA11-1, MA11-2, MA11-8, MA11-9,	MA11-2, MA11-3, MA11-8, MA11-9,	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9,
<b>Components</b>	<b>Weighting (%)</b>		
Concepts, Skills and Techniques	15	15	20
Reasoning and Communication	15	15	20
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>
			<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Open Book Test	Investigative Task	Yearly Examination	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	ME11-1, ME11-2, ME11-3. ME11-5, ME11-6. ME11-7	ME11-1, ME11-3. ME11-4, ME11-6. ME11-7	ME11-1, ME11-2, ME11-3. ME11-4, ME11-5, ME11-6. ME11-7	
<b>Components</b>				<b>Weighting (%)</b>
<b>Concepts, Skills and Techniques</b>	15	15	20	<b>50</b>
<b>Reasoning and Communication</b>	15	15	20	<b>50</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



	Task 1	Task 2	Task 3
<b>Nature of task</b>	Open Book Test	Investigative Task	Yearly Examination
<b>Timing</b>	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 9-10
<b>Outcomes assessed</b>	MST11-1, MST11-5, MST11-9, MST11-10	MST11-2, MST11-3, MST11-4, MST11-7 MST11-8, MST11-9, MST11-10	MST11-1, MST11-2, MST11-3, MST11-4, MST11-5, MST11-6, MST11-7 MST11-8, MST11-9, MST11-10
<b>Components</b>	<b>Weighting (%)</b>		
Concepts, Skills and Techniques	15	15	20
Reasoning and Communication	15	15	20
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>
			<b>100</b>



	Task 1	Task 2	Task 3
<b>Nature of task</b>	<b>Source Analysis</b> The Cuban Revolution	<b>Historical Investigation</b> The Decline and Fall of the Romanov Dynasty	<b>Yearly Examination</b> Written Examination
<b>Timing</b>	Term 1 Week 7 Monday 08 March Hand in during recess	Term 2 Week 9 Tuesday 15 June Hand in during recess	Term 3 Weeks 9-10
<b>Outcomes assessed</b>	MHT1-6,7,9,10	MHT1-2,4,6,8,9	MHT1-1,3,5,9
<b>Components</b>	<b>Weighting (%)</b>		
Knowledge and understanding of course content	5	10	25
Historical skills in the analysis and evaluation of sources and interpretations	10		10
Historical inquiry and research	10	10	
Communication of historical understanding in appropriate forms	5	10	5
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>
			<b>100</b>



	Task 1	Task 2	Task 3	Weighting (%)
<b>Nature of task</b>	<b>Composition &amp; Portfolio with Aural Analysis</b> <i>Jazz</i> Submission of composition. Logbook with reference to the concepts of music relevant to the chosen topic. Accompanying aural analysis using the concepts of music on artist of influence.	<b>Performance Evening &amp; Viva Voce Discussion</b> <i>Music for Radio, Film, Television &amp; Multimedia</i> Solo or ensemble performance at music evening and in class viva voce on film music piece showing understanding of the concepts of music and compositional techniques.	<b>Yearly Examination (Written &amp; Performance)</b> <i>Music for Small Ensembles</i> Small ensemble performance demonstrating understanding of group performance technique & expression. Listening examination based on discussion of the concepts of music in unprepared examples.	
<b>Timing</b>	Term 1 Week 9 Tuesday 23 March Hand in during class time	Term 2 Week 8 Tuesday 8 June Performance Evening Viva Voce during class time	Term 3 Performance: Week 4 Aural Examination: Week 9-10	
<b>Outcomes assessed</b>	P2, P3, P4, P5, P6, P7, P8, P10, P11	P1, P4, P5, P9, P10, P11	P1, P4, P5, P6, P9, P10, P11	
<b>Components</b>				
<b>Performance</b>		10	15	25
<b>Composition</b>	25			25
<b>Musicology</b>		25		25
<b>Aural Skills</b>	10		15	25
<b>Total (%)</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Musicology Analysis</b> Mandatory Topic Music 1600-1900  Analysis of two contrasting works with score and aural excerpts and reference to stylistic features and concepts of music	<b>Composition and Portfolio with Score Analysis</b> Mandatory Topic Music 1600-1900  Submission of composition and portfolio with score analysis of TWO works with reference to compositional techniques and stylistic features	<b>Presentation of Performance and Aural Analysis</b> Mandatory Topic Music 1600-1900 and Additional Topic  Performance of two pieces (one from the Mandatory Topic and one from the Additional Topic) Musicology and Aural Examination	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 8	Term 3, Week 5 Exam Weeks 9-10	
<b>Outcomes assessed</b>	P2, P5, P7, P11	P3, P4, P5, P8	P1, P5, P6, P7, P10, P11	
<b>Components</b>				<b>Weighting (%)</b>
Performance			25	25
Composition		25		25
Musicology	15	10		25
Aural	15		10	25
<b>Total (%)</b>	30	35	35	<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Research Task</b>	<b>Critical analysis</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Core 2 – The Body in Motion  Term 1 Week 7 Wednesday 10 March Hand in at Recess	Core 1 – Better Health for Individuals  Term 2 Week 6 Thursday 27 May After lunch in the hall	Written Examination  Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P7, P8, P11, P16	P2, P3, P5, P16	P1 – P17	
<b>Components</b>	<b>Weighting (%)</b>			
<b>Knowledge and understanding of course content</b>	10	10	20	<b>40</b>
<b>Skills in critical thinking, research, analysis and communicating</b>	20	20	20	<b>60</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>





	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Exploring Photography</b> Photo Diary and portfolio of work	<b>Research Case Study</b> Written up study of photographer and their practice through chosen examples of their work. and Examination	<b>Portfolio of Work</b> Exhibition of work, Portfolio and Photo Diary	
<b>Timing</b>	Term 1 Week 8 16 March	Term 2 Week 8 8 June	Term 3 Week 8 31 August	
<b>Outcomes assessed</b>				
<b>Components</b>				<b>Weighting (%)</b>
Making	30		40	70
Critical and Historical Studies		30		30
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Depth Study-Scientific Analysis</b> Module 2: Dynamics. First-hand data collection, analysis of data and communication of scientific concepts on the topic of forces in sports.	<b>Skills Task</b> Module 3: Waves & thermodynamics. Skills task involving calculations and graphing analysis and skills	<b>Yearly Examination</b> Written Examination	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	PHY11/12-1, PHY11/12-2, PHY11/12-3, PHY11/12-4, PHY11/12-5, PHY11/12-7, PHY11/12-9	PHY11/12-4, PHY11/12-6, PHY11-10	All outcomes	
<b>Components</b>				<b>Weighting (%)</b>
<b>Working Scientifically</b>	30	15	15	<b>60</b>
<b>Knowledge and Understanding</b>	5	10	25	<b>40</b>
<b>Total (%)</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	Research Task on the Social and Cultural World	PBL Task on Personal and Social Identity	Yearly Examination	
<b>Timing</b>	Term 1 Week 7 Thursday 11th March Hand in during Recess (Top of B-block)	Term 2 Week 7 Monday 31 May Hand in during Recess (Top of B-block)	Written Examination  Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P1, P3, P4, P9, P10	P1, P2, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P9, P10	
<b>Components</b>				<b>Weighting(%)</b>
<b>Knowledge and understanding of course content</b>	10	20	20	<b>50</b>
<b>Application and evaluation of social and cultural research methods</b>	15	5	10	<b>30</b>
<b>Communication of information, ideas and issues in appropriate forms</b>	5	5	10	<b>20</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Task number	Task 1	Task 2	Task 3
<b>Nature of task</b>	Project – Coding an Application	Group Project - Testing	Yearly Examination
<b>Timing</b>	Term 1, Week 8	Term 2, Week 5	Term 3, Week 9–10
<b>Outcomes assessed</b>	P1.2, P1.3, 3.1, P4.1	P5.1, P5.2, P6.2, P6.3	All Outcomes
<b>Components</b>	<b>Weighting %</b>		
Knowledge and understanding of course content	10	10	30
Knowledge and skills in the design and development of software solutions	20	20	10
<b>Total %</b>	30	30	40
			<b>100</b>



	Task 1	Task 2	Task 3
<b>Nature of task</b>	<b>Practical Application</b> Athletics	<b>Presentation</b> Sports Coaching and Training	<b>Yearly Examination</b> Written Examination
<b>Timing</b>	Term 1 Week 9 In Class	Term 2 Week 9 In Class	Term 3 Weeks 9-10
<b>Outcomes assessed</b>	1.1, 2.5, 3.3, 4.4	1.1, 2.1, 3.2, 4.2	1.1-4.5
<b>Components</b>	<b>Weighting (%)</b>		
<b>Knowledge and understanding</b>	15	20	15
<b>Skills</b>	25	20	5
<b>Total (%)</b>	<b>40</b>	<b>40</b>	<b>20</b>
			<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Case Study and Presentation</b>	<b>Research Essay</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Religion of Ancient Origin  Term 1 Week 7 Hand in Monday 8 March Present Mon 8, Tues 9, Thurs 11 March during class time	Religious Tradition Study  Term 2 Week 8 Wednesday 9 June Hand in during class time	All  Term 3 Weeks 9-10 As per exam timetable Written examination	
<b>Outcomes assessed</b>	P1, P2, P3, P6, P7, P8, P9	P3, P4, P5, P6, P7, P8, P9	P1, P2, P5, P6, P8, P9	
<b>Components</b>				<b>Weighting (%)</b>
<b>Knowledge and understanding of course content</b>	10	10	20	<b>40</b>
<b>Source-based skills</b>	10	5	5	<b>20</b>
<b>Investigation and research</b>	10	10		<b>20</b>
<b>Communication of information, ideas and issues in appropriate forms</b>		5	15	<b>20</b>
<b>Total (%)</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Practical Project 1 Design</b>	<b>Practical Project 2 Properties and Performance</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 2 Week 4	Term 3 Week 7	Term 3 Weeks 9-10	
<b>Outcomes assessed</b>	P1.1, P2.1, P2.2, P2.3	P2.1, P2.2, P2.3, P3.2, P4.1	All outcomes	
<b>Components</b>				<b>Weighting (%)</b>
Knowledge and understanding of course content	10	10	30	50
Skills and knowledge in the design, manufacture and management of textiles projects	20	30		50
<b>Total (%)</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<p><b>Exploring Representation</b></p> <p>Documentary analysis of selected artist's practice through the frames. Submission of drawings.</p> <p>VAPD record of the development of a research based on practice and frames.</p>	<p><b>Developing a Contemporary Practice</b></p> <p>Submission of a series of artworks evidencing two or more expressive forms.</p> <p><b>Review of HSC Visual Arts Exhibition</b></p>	<p><b>Yearly Examination</b></p> <p>Art Criticism and Art History Written Examination</p>	
<b>Timing</b>	<p>Term 1 Week 10 Monday 29 March Hand in during class time</p>	<p>Term 3 Week 6 Monday 16 August Hand in during class time</p>	<p>Term 3 Weeks 9-10</p>	
<b>Outcomes assessed</b>	P1, P3, P4, P6, P7, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9	P7, P8, P9, P10	
<b>Components</b>				<b>Weighting (%)</b>
<b>Artmaking</b>	20	30		50
<b>Art Criticism &amp; Art History</b>	10	10	30	50
<b>Total (%)</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>



# ULTIMO RTO 90072 VET COURSE ASSESSMENT SCHEDULES

## Preliminary 2021 – HSC 2022

### Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by NSW Educational Standards Authority (NESAs) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and universities and will assist students to progress to various education and training sectors and employment.

Public Schools NSW, Ultimo is accredited as a Registered Training Organisation (RTO 90072) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI) upon enrolment. Students will require a form of identification for the creation of the USI. Examples include a Medicare Card, Australian Birth Certificate, Driver's License or a valid Passport.

Competency-based training is based on performance standards that have been set by industry. Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students are either deemed "competent" or "not yet competent" by the teacher. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level expected in the qualification. Students in VET courses must be able to demonstrate competence regardless of disability. Students will receive documentation showing any competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Board Developed VET courses (also known as Industry Curriculum Frameworks) are classified as Category B subjects and ONLY ONE can contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirements and include 70 hours of industry specific mandatory work placement or simulated workplace hours as determined by NESAs.


Stage 6 Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have mandatory or recommended industry specific work placement.

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and the course is suitable for their individual needs, knowledge and skills.

TERM	UOC CODE	Unit of Competency	AQF	Core/Elective	HSC STATUS	HSC INDICATIVE HOURS	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>7 PRELIMINARY UOCs</b>								
Term 1	BSBWHS201 BSBWOR204	Contribute to health and safety of self and others Use business technology	C	E	M	15	<b>Cluster A: At the Office</b> Written task, scenario, observation of practical work, risk assessment	240 Indicative Hours over 2 yrs
			E	E	E	15		
Term 2	BSBCUS201 BSBCMM201	Deliver a service to customers Communicate in the workplace	E	E	M	15	<b>Cluster B: Service with a Smile</b> Scenario, written task, presentation, role play	35 hrs Work placement
			E	E	E	15		
Term 3	BSBSUS201 BSBINM202 BSBWOR202	Participate in environmentally sustainable work practices Handle mail Organise and complete daily work activities	E	E	M	15	<b>Cluster C: It's in the Post</b> Scenario, written task, case studies, self-assessment	40% Preliminary Exam
			E	E	E	10		
			E	E	E	15		
<b>7 HSC UOCs</b>								
Term 3-4	BSBITU307 BSBITU211	Develop keyboarding speed and accuracy Produce digital text documents	E	E	E	25	<b>Cluster D: Fast and On Task</b> Written task, teacher observation, portfolio of evidence, product assessment	35 hrs Work placement 60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
			E	E	E	20		
Term 5-6	BSBITU212 BSBINM201 TLIP2029	Create and use spread sheets Process and maintain workplace information Prepare and process financial documents	E	E	E	15	<b>Cluster E: Minding Your Own Business</b> Written task, scenario, observation of practical work, portfolio of evidence	
			E	M	M	20		
			E	M	M	20		
Term 7	BSBINN201 BSBIND201	Contribute to workplace innovation Work effectively in a business environment	E	E	M	15	<b>Cluster F: Back to the Future</b> Written task, case study, scenario	
			E	M	M	25		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.						Total hours 240	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

TERM	Unit Code	Units Of Competency	ADP CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>7 PRELIMINARY UOCS</b>							
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	<b>Cluster A – SafeWork NSW WHS Induction</b> Written Test	240 Indicative Hours over 2 years
Term 1/2	CPCCCM1013A	Plan and organise work	C	M	10	<b>Cluster B - Small project, Oil Stone Case or Concrete Float Practical</b> , Teacher observations and written test.	40% Preliminary Exam
	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	C	M	15		
Term 2/3	CPCCCA2002B	Use carpentry tools and equipment	E	M	20	<b>Cluster C - Tool box, Saw Horse or BBQ table Practical</b> , Teacher observations and written test.	35 hrs. Work placement
	CPCCCA2011A	Handle carpentry materials	E	E	20		
Term 2/3 Work placement	CPCCCM1014A	Conduct workplace communication	C	E	10	<b>Cluster D – Skills in Action</b> Observations, portfolio and written test	35 hrs. Work placement
	CPCCCM1012A	Work effectively and sustainably in the construction industry	C	M	25		
<b>7 HSC UOCS</b>							
Terms 4/5	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	<b>Cluster E - School Project – Concreting</b> Practical, Teacher observations and written test.  * Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment	60% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	CPCCCM2006B	Apply basic levelling procedures	E	E	15		
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A	Carry out concreting to simple forms	E	E	20		
	CPCCCM2001A	Read and interpret plans and specifications	C	M	20		
Terms 6/7	CPCCJN2001A	Assemble components	E	E	15	<b>Cluster F – Joinery</b> Practical, Teacher observations and written test.	35 hrs. Work placement
	CPCCJN2002B	Prepare for off-site manufacturing process	E	E	10		
NESEA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.				Total hours	235-245	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

TERM	Unit Code	Units Of Competency	2022 CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>6 PRELIMINARY UOCs</b>							
Term 1	CPCCOHS1001A	Work safely in the construction industry	C	M	10	<b>Cluster A – Work Safely</b> Written Test, Structured Activity Site Inspection and Oral Report	240 Indicative Hours over 2 years
Term 1/2	CUAWHS302	Apply work health and safety practices	C	M	15	<b>Cluster B – Safe and Sound</b> Audio Practical and Portfolio and Written Task	35 hrs Work placement
	CUASOU301	Undertake live audio operations	E	M	25		
Term 3	SITXCCS303	Provide services to customers	C	M	20	<b>Cluster C – Let's See It!</b> Written Questioning, Direct Observation of Practical Work and Evaluation, Portfolio of Evidence and Research Task	40% Preliminary Exam
	CUAVSS302	Operate vision systems	E	M	25		
	CUAIND301	Work effectively in the creative arts industry	C	M	20		
<b>6 HSC UOCs</b>							
Term 4/5	CUASOU306	Operate sound reinforcement systems	E	E	20	<b>Cluster D – Setting the Scene</b> Written Questioning, Direct Observation of Practical Work, Portfolio of Evidence	35 hrs Work placement 60% Trial HSC Exam
	CUASTA301	Assist with production operations for live performances	E	M	25		
	CUALGT301	Operate basic lighting	E	M	25		
Term 6/7	CUASTA202	Assist with bump in and bump out of shows	E	E	20	<b>Cluster E – Behind the Scenes</b> Written Questioning, Portfolio of Evidence, Direct Observation of Practical Work	The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
	CUASMT301	Work effectively backstage during performances	E	E	25		
	BSBCMM201	Communicate in the workplace	E	E	15		
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.	

 <b>ULTIMO 90072</b> <b>ENTERTAINMENT INDUSTRY SPECIALISATION STUDY (60 Indicative hours) ASSESSMENT SCHEDULE</b> <b>Preliminary Year 2021 or HSC 2022</b>				<b>NESA code</b> <b>1 U X 1 YR - 26403</b> <b>LMBR UI Code:</b> <b>(11 OR 12)</b> <b>CUA30415226403B</b>			
<b>Education</b> QUALIFICATION: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services Training Package: CUA Creative Arts and Culture (version 4.1)				<b>Assessment Task Cluster &amp; Methods of Assessment</b>			
TERM	Unit Code	Units Of Competency	AGP CORE / ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	HSC requirements	
Term 5/6	<b>3 HSC UOCs</b>					<b>Students enrolled in the 60 hour specialisation course must also be enrolled in the 240 hour course.</b> The HSC examination is based on content from the 240 hour course  <i>No additional work placement is required.</i>	
	BSBWOR301	Organise personal work priorities and development	C	E	20		<b>Cluster F: The Event</b>  Practical Observation, Son Et Lumière, Written Questioning, Evaluations and Portfolio
	CUAPPR304	Participate in collaborative creative projects	C	E	20		
	CUALGT304	Install and operate follow spots	E	E	20		
<i>NESA requires students to study a minimum of 60 hours to meet HSC requirements.</i>				Total Hours 60		<i>No Units of Competency from the 60 hour specialisation study are examinable in the HSC exam. The HSC examination will be based on the 240 hour course only.</i>	



Term	Unit Code	Units Of Competency	AP CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>							
Term 1	SITXFA001 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	<b>Cluster A: Getting Ready for Work (as a Sandwich Artist)</b> Scenario, written task, case study, observation of practical work	240 Indicative Hours over 2 years  35 hrs Work placement  40% Prelim Yearly Exam
Term 2 & 3	SITXFA002 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	<b>Cluster B: Sustainable Kitchen Practices</b> Scenario, written task, case study, observation of practical work	
Term 3	SITHFAB004 SITXCOM002 SITXCOM001	<b>Prepare and serve non-alcoholic beverages</b> Show social and cultural sensitivity Source and present information	E C E	S E E	15 10 10	<b>Cluster C: Working Relationships</b> Scenario, written task, case study, role play, observation of practical work <b>NOTE: person with THREE years' Industry Experience must be involved in assessment.</b>	
<b>6 HSC UOCs</b>							
Term 4 – 6	SITXCCS003 SITHFAB005 SITHFAB007 SITHIND003	Interact with customers <b>Prepare and serve espresso coffee*</b> <b>Serve food and beverage</b> <b>Use hospitality skills effectively</b>	C E E C	S S S E	15 15 40 20	<b>Cluster D: Café Culture</b> Role play, written questioning, observation of practical work, student reflection, portfolio of evidence <b>NOTE: person with THREE years' Industry Experience must be involved in assessment.</b> *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 60% HSC Trial Exam  The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Term 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C C	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written questioning, student reflection	
					Total Hours 245	<i>Units of competency from the HSC focus areas will be included in the optional HSC examination.</i>	
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.							

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIVE	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
<b>9 PRELIMINARY UOCs</b>							
Term 1	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	C C E	M M E	10 15 20	Evidence will be collected during Preliminary and HSC Course for the unit of competency <b>SITHCCC011 Use cookery skills effectively</b>  <b>Cluster A: Getting Ready for Work</b> Written task/scenario, case study & observation of practical work  <b>Cluster B: Sustainable Kitchen Practices</b> Scenario, Written task, Observation of practical work  <b>Cluster C: Maintain a Clean &amp; Safe Kitchen</b> Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	240 Indicative Hours over 2 years  40% Prelim Yearly Exam  35 hrs Work placement
Term 2	SITXFSA002 BSBSUS201	Participate in safe food handling practices Participate in environmentally sustainable work practices	E E	S E	15 10		
Term 3	SITHCCC002 SITHKOP001 SITHCCC001 SITXINV002	Prepare and present simple dishes Clean kitchen premises and equipment Use food preparation equipment Maintain the quality of perishable items	E C C C	E S S E	15 10 20 5		
<b>5 HSC UOCs</b>							
Terms 4 - 6	SITHCCC005 SITHCCC006 SITHCCC011	Prepare dishes using basic methods of cookery Prepare appetisers and salads Use cookery skills effectively	C E C	S E E	40 25 20	<b>Cluster D: Quality Café Meals</b> Written task & observation of practical work Portfolio of evidence including service periods. <b>NOTE: person with THREE years' Industry Experience must be involved in assessment.</b>	60% Trial HSC Exam  35 hrs Work placement  The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision.
Terms 6 & 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C E	M M	15 20	<b>Cluster E: Working in the Hospitality Industry</b> Written task and reflection	
NESEA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.					Total Hours 240	Units of competency from the HSC focus areas will be included in the optional HSC examination.	

**ULTIMO 90072**  
**120hr SKILLS FOR WORK AND VOCATIONAL PATHWAYS ASSESSMENT SCHEDULE**  
**Preliminary or HSC 2021 ONLY**

**Education**

QUALIFICATION: Statement of Attainment towards FSK20113 Certificate II Skills for Work and Vocational Pathways Training Package: FSK Foundation Skills (version 1.1)

NESA course code  
 65244  
 2U x 1 YR 120hrs  
 (11or12)  
 FSK20113565244B

TERM	Unit Code	Units Of Competency	AOF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs	Assessment Task Cluster & Method of Assessment	Mandatory HSC Requirements
<b>Terms 1 - 3</b>	FSKLRG09	Use strategies to respond to routine workplace problems	C	C	10	<b>Cluster A – Getting Ready for Work or Further Study</b> Written questioning, direct observation of practical skills, role play, scenarios, portfolio of evidence	120 Indicative Hours delivered over 1 year  Optional Work experience
	FSKLRG11	Use routine strategies for work-related learning	C	C	10		
	FSKRDG09	Read and respond to routine standard operating procedures	E	E	10		
	FSKRDG10	Read and respond to routine workplace information	C	C	10		
	FSKWTG09	Write routine workplace texts	C	C	10		
	FSKOCM04	Use oral communication skills to participate in workplace meeting	E	E	5		
	FSKNUM14	Calculate with whole numbers and familiar fractions, decimals and percentages for work	C	C	10		
	FSKNUM15	Estimate, measure and calculate with routine metric measurements for work.	C	C	10		
	FSKDIG03	Use digital technology for routine workplace tasks	C	C	10		
	BSBITU211	Produce digital text documents	E-Voc	E	20		
	BSBITU212	Create and use spreadsheets	E-Voc	E	20		
				<b>Total</b>	<b>125</b>		
<p><b>Entry on Schools Online</b>                      Enter the NESA course number for EITHER Year 11 (Preliminary) or Year 12 (HSC) on Schools Online. Assessment to be finalized by 26 November 2021.                      Refer to Stage 6 VET BEC Course Descriptor <a href="http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/stage-6-vet-board-endorsed-courses/skills-for-work-and-vocational-pathways">http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/stage-6-vet-board-endorsed-courses/skills-for-work-and-vocational-pathways</a></p>							



## **Appendix**

**Appendix 1:** Assessment Task Cover Sheet

**Appendix 2:** Illness/Misadventure Application

**Appendix 3:** General Examination Procedures

**Appendix 4:** Calendar Overview

**Appendix 5:** HSC Glossary of Key Words



# Assessment Task Cover Sheet

*Please attach this signed cover sheet to every assessment task you submit*

SURNAME	GIVEN NAME
NESA NUMBER	TEACHER
SUBJECT	TASK TITLE
DUE DATE	DATE SUBMITTED

## ALL MY OWN WORK

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### 1. Acknowledgement of sources using Harvard style referencing

One of the most important elements of good practice involves careful acknowledgement of the ideas of others using in-text citations and a bibliography. In-text citations are acknowledgements throughout your work where you use another's ideas (i.e. author's surname, date of publication, page). The bibliography is a summary of all sources used at the conclusion of your response.

### 2. Avoiding Plagiarism

Plagiarism involves using the work of another person and presenting it as your own. These are some ways you would be plagiarising, unless you have clearly acknowledged your source:

- Copying out part(s) of any document from any source, including the internet
- Using someone else's ideas or conclusions, even if you have put them in your own words
- Copying out or taking ideas from the work of another student/tutor/other source, even if you have reworded some parts

## STUDENT DECLARATION

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*I have read and understood the All My Own Work statements above. I certify that this task is entirely my own work and that I have fully referenced all my sources.*

Student's signature: \_\_\_\_\_

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



## Illness/Misadventure Application

*The NESAs Illness/Misadventure program assists students who:*

- Are prevented from attending an examination (including practical) or submitting a task due to illness or unforeseen misadventure, or
- Consider their performance in an examination or task has been affected by illness or misadventure immediately before or during the examination or task

**This form and all necessary medical certificates or other professional documents must be submitted to the Head Teacher or Deputy Principal immediately upon your return to school.**

**Grade:**       Year 11       Year 12

SURNAME	GIVEN NAME
CLASS	TEACHER

**Seeking special consideration for:**

- Illness  
 Misadventure

**Necessary documentation attached:**

- Medical certificate(s)  
 Other professional document(s)

COURSE	TASK NO. / TYPE	DUE DATE	DETAILS: Describe how illness or unforeseen misadventure affected your performance or prevented your attendance on day of task

Student's signature: \_\_\_\_\_

Parent/carer's signature: \_\_\_\_\_

Date of submission to HT/DP: \_\_\_\_\_

**Executive Use Only**

Interview with student

Contact with parent/carer

Deputy Principal's comment and decision

Head Teacher's comment and decision

**Decision:**

- Rescheduled exam or task
- Extension granted

New date: \_\_\_\_\_  
New date: \_\_\_\_\_

**Administrative tasks:**

- Sentral entry
- Assessment spreadsheet entry

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

Assessment Team's comment and decision (for Appeals)

**This form and attached documents should be filed in the Head Teacher's faculty folder for the course. At the start of Term 4, this must be transferred to the student's file held at the Administration Office.**

**SYDNEY SECONDARY COLLEGE BLACKWATTLE BAY CAMPUS  
GENERAL EXAMINATION PROCEDURES FOR HSC TRIAL**

1. Check your personalised examination timetable carefully. Ensure you transfer these dates to your e-calendar and diary. You need to arrive 20 minutes before the start of an examination. The general timetable will be posted in Sentral.
2. **Misreading** the dates & times of any examination is **not an excuse**.
3. If you are absent from an examination, you must **notify the school before 8.30 am** on the morning of the examination. In case of sickness or misadventure you must bring a doctor's certificate on the day that you return, show it to the Deputy Principal and complete an Illness/Misadventure Form. **If appropriate**, your examination will be **rescheduled** within the examination period.
4. All students must show their **School ID cards** as they enter the examination room. Students will be directed to find their desks which will usually be arranged in NESAs number order. ID cards must be placed on the examination table for the duration of the examination. An attendance slip will be placed on your table and is to be signed at the start of each examination. Your NESAs number is to be written on all writing booklets.
5. You must remove watches and place them in clear view on the examination table. You can bring water into the examination room in a clear bottle.
6. **No student is to leave** the examination room until the examination has officially ended.
7. **Full school uniform** is to be worn at all examinations. Students out of uniform may be sent home to change. No student is to wear a hat or a hood during the examination.
8. You must be prepared for each examination with your **own equipment**; you are **not allowed to borrow** during an examination. Bring your pens, pencils, and rulers in a *clear pencil case* or a *clear plastic sleeve*. Only NESAs approved calculators can be used. These will be checked by staff before examinations commence. NESAs suggests you use a **black pen**.
9. What you **cannot bring** to your **examination table**
  - A mobile phone. Mobile phones are not permitted at your examination table under any circumstances
  - A programmable watch, e.g. an Apple Watch
  - Any electronic device (except a calculator where permitted). This includes mobile phones or other communication devices, organisers, tablets (e.g. iPads, etc), music players or electronic dictionaries
  - Paper or any printed or written material (including your examination timetable)
  - Dictionaries, except where permitted in language examinations
  - Correction fluid
10. Students **risk cancellation of their examination** paper if there is a **breach of any of these rules** or where the student engages in any form of malpractice. The Principal is the final arbitrator in these situations.

THE 2020-2021 HSC YEAR

	2020	2021	2021	2021
	TERM 4	TERM 1	TERM 2	TERM 3
WEEK 1				
WEEK 2				
WEEK 3				
WEEK 4				Trial HSC Exam Examinations
WEEK 5				Trial HSC Exam Examinations
WEEK 6				
WEEK 7	Taster Week			
WEEK 8				
WEEK 9				
WEEK 10				
WEEK 11				

## HSC GLOSSARY OF KEY WORDS

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, and employ in a particular situation
<b>Appreciate</b>	Make a judgment about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar or different
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically (Analyse/Evaluate)</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection <b>and</b> quality to (analysis/evaluation)
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences
<b>Evaluate</b>	Make a judgment based on criteria; determine the value of
<b>Examine</b>	Inquire into
<b>Explain</b>	Relate cause and effect; make the relationship between things evident; provide why and/or how
<b>Extract</b>	Choose relevant and /or appropriate details
<b>Extrapolate</b>	Infer from what is known
<b>Identify</b>	Recognise and name
<b>Interpret</b>	Draw meaning from
<b>Investigate</b>	Plan, inquire into and draw conclusions about
<b>Justify</b>	Support an argument or conclusion
<b>Outline</b>	Sketch in general terms; indicate the main features of
<b>Predict</b>	Suggest what may happen based on available information
<b>Propose</b>	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
<b>Recall</b>	Present remembered ideas, facts or experiences
<b>Recommend</b>	Provide reason in favour
<b>Recount</b>	Retell a series of events
<b>Summarise</b>	Express, concisely, the relevant details
<b>Synthesise</b>	Putting together various elements to make a whole