

WEST WYALONG HIGH SCHOOL



ASSESSMENT MANUAL & ASSESSMENT TASKS

Year 11 - 2023

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WEST WYALONG HIGH SCHOOL
30 DUMARESQ STREET
WEST WYALONG NSW 2671

TELEPHONE: 02 69722700
FAX: 02 69722236
EMAIL: westwyalon-h.school@det.nsw.edu.au
FACEBOOK: @westwyalonghs

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HIGHER SCHOOL CERTIFICATE STUDIES

THE CERTIFICATE

The NSW Education Standards Authority (NESA) is a Statutory Board which awards students completing Year 12 the Higher School Certificate. To be eligible for this award, students must comply with the entry requirements, course restrictions and the rules and regulations set down by the NESA. These rules and regulations also cover Year 11 which must be successfully completed.

SOME SCHOOL AND NESA REQUIREMENTS

It is expected that:

- a. *the student's attendance, conduct and progress will be satisfactory*
- b. *the student will study appropriate courses as approved by the NESA,*
- c. *the student will complete the requirements of each course including any necessary oral, aural, practical or field work,*
- d. *the student will have performed all tasks required as part of the assessments program, and*
- e. *the student will sit for any examination set as part of the course and will sit for the Higher School Certificate examination in Year 12.*

ASSESSMENTS

The School is required to provide to NESA an assessment of student achievements for each course presented both in the Year 11 and HSC year. It is emphasised that the HSC assessment is a measure of actual achievement during the year of preparation for the Higher School Certificate examination, not a prediction or estimate of performance.

THE PURPOSE OF ASSESSMENT

Assessments are intended to provide an indication of a student's attainment which is based on:

- *a wider coverage of the syllabus than can be measured by the external examination, and*
- *measures and observations obtained through the course rather than at a single examination.*

THE SCHOOLS' RESPONSIBILITIES

In accordance with NESA requirements, this school has developed an Assessment Programme for each course in both the Year 11 and HSC year. We have -

- *Identified the student tasks which best measure the components*
- *Specified weightings to be applied to each of the tasks to maintain the relative importance of each component*
- *Scheduled the various tasks throughout the course*
- *Prepared information for students, setting out the requirements of each course, and*
- *Undertaken to keep records of the student's performance on each task and provide information to the students on their progress.*

REPORTING RESULTS

During the course, the school will provide information to students which will show their achievements relative to each other. **This will occur in the form of school reports.**

In the HSC year, the final assessment mark will be moderated by NESAs to ensure that students are not advantaged or disadvantaged by the pattern of marks used by the school. The school's judgement of the order of merit of its students and the relative differences between them will be retained by this process.

RESPONSIBILITY FOR SCHOOL ASSESSMENT

The school executive is responsible for collating subject assessment programs, drawing up assessment task timetables, considering illness and misadventure appeals and dealing with any problems related to assessment tasks.

THE PRINCIPAL IS THE FINAL ARBITER IN ALL ASSESSMENT MATTERS.

SENIOR ASSESSMENT POLICY

1. Rationale

This policy aims to provide a **fair system for all students**.

It is designed to:

- assist students who would otherwise be disadvantaged by illness or misadventure.
- ensure that students cannot gain special consideration where this is not warranted.
- ensure that all appeals are dealt with fairly and consistently.
- promote and protect the best interest of all students.

It should be noted that, while students with genuine health problems will be given due consideration, the decision of the School Executive is final. The upholding of an Appeal must not be assumed.

2. Student Responsibilities

A comprehensive assessment program with details of compulsory tasks and examinations is provided for each student at the beginning of both the Year 11 and HSC courses. Some tasks will be performed at school. Others will be submitted as hand-in tasks.

NB: The HSC Assessment program provides students with 50% of their final HSC mark.

Students are required to:

- sit for tasks **at the time** specified on the assessment program.
- hand in tasks to the front office **by 12.35pm** on the designated date.
- follow the correct procedures if a due date is missed or an extension or special consideration is requested.

3. Teacher Responsibilities

- Notify students, in writing, 2 weeks in advance of assessment tasks due date.
- Assessment task to be handed back 2 weeks after the date of submission.

4. General rules when applying for misadventure

- A Senior Assessment Appeal form must be collected from the Head Teacher on the day of return from absence when a task or due date has been missed. (If the Head Teacher is absent, see the Deputy Principal).
- The Appeal form must be fully completed and be accompanied by a medical certificate (in cases of illness) or other supporting documentation (in cases of misadventure).
- An Appeal form must be lodged with the Appropriate Head Teacher **within 2 days** of return to school after a task or the due date for a hand-in task has been missed, or where special consideration is sought.
- Any Appeal lodged after this time will **NOT** be accepted.

- **No** appeal application will normally be accepted after a task has been marked and returned.

5. **Absence due to illness on the day of a Task**

If you are absent on the day of a task due to illness, you are required to:

- **Telephone the school** to let the Deputy or Head Teacher know of your absence
- **Obtain a medical certificate** for the time you are away (Section 5)
- on the day of your return to school collect a **Senior Assessment Appeal Form** from the head teacher
- complete the form and return it immediately to the Head Teacher for his/her comments
- submit the completed form with the medical certificate **within 2 days** to the Appropriate Head Teacher.

Important: Appeals lodged **after 2 days** of return to school will normally not be considered and **0** marks will be awarded for the task.

If there is any reason preventing you from completing the form within this time, you must see the Appropriate Head Teacher as soon as possible, but within the 2 days.

Under normal circumstances, you will be expected to sit the missed task (or a substitute task) as soon as possible after your return to school. In the case of serious illness or extended absence, especially where several tasks have been missed, the new dates may be negotiated.

6. **Medical certificates**

A medical certificate must be submitted for any claim of illness as cause for absence from a task. Medical certificates should cover the **entire period** of the student's absence, not just the day of a task.

7. **Illness at school on the day of a Task**

If you become ill while at school before the commencement of a task, you should:

- inform the appropriate Head Teacher.
- collect a Senior Assessment Appeal Form from the head teacher
- obtain permission to go home if you are too sick to do the task. ***You must also obtain a medical certificate from your doctor to present with your Appeal form.***
- on the day of your return, take the form immediately to the Head Teacher for his/her comments
- submit the completed form with the medical certificate **within 2 days** of your return to the Appropriate Head Teacher.

Note: If you decide to do the task, no allowance can usually be made and you must accept the mark you receive.

Appeals lodged **after 2 days** of return to school will not be considered and **0** marks will be awarded for the task.

If there is any reason preventing you from completing the form within this time, you must see the Appropriate Head Teacher as soon as possible, but within the 2 days.

8. Illness during a Task

- In the unlikely event that you are taken ill during a task, you must notify the supervising teacher **immediately**.
- Students who are sick during a task may apply for consideration using a Senior Assessment Appeal Form.
- An appeal of this nature will only be upheld in the most exceptional circumstances.

9. Absence from a Task with prior Approved Leave

If you know you will miss a task or the deadline for a hand-in task because you will be absent from school on approved leave, you are required to:

- have your absence approved by the Principal or Deputy Principal **in advance**
- consult with the Head Teacher of the subject involved **in advance**
- negotiate a new date for the task. This will usually be **before** the date scheduled for the task.
- submit an Assessment Appeal to the Deputy Principal or Principal in advance of the absence. You should supply all the necessary details, including a letter from your parent or guardian and a medical certificate where appropriate.

Note: Approved leave is not automatic and will only be granted for substantial reasons.

10. Absence on the day of a Task for reasons other than illness

If you are absent from a task because of misadventure or a personal matter you must follow the same procedure as for absence due to illness:

- telephone the school to let the Deputy or Head Teacher know of your absence
- on the day of your return to school collect a Senior Assessment Appeal Form
- attach a letter of explanation from your parent or guardian. However, if the matter is confidential, you should refer this to the Deputy Principal or Principal, who can verify your appeal. In this instance, no other details are necessary on the form itself.
- submit the completed form with any supporting documentation **within 2 days** to the Deputy Principal or Principal.

Important: Appeals lodged **after 2 days** of return to school will not be considered and **0** marks will be awarded for the task.

If there is any reason preventing you from completing the form within this time, you must see the Appropriate Head Teacher as soon as possible but, within the 2 days.

11. Submission of Hand in Tasks

All assessment tasks done outside of class time are to be handed in, **with completed cover sheet**, to the clerical assistants at the school office before **12.35pm** on the day it is due. Each task will be receipted by the clerical assistants by being recorded with a submission time and date. A copy of the required cover sheet is provided in this booklet.

Note: Students who know in advance that they will be absent on the day a hand-in task is due, **MUST** submit their work before the due date. Therefore, holidays, tests for driver's licences etc. are not valid reasons for the late submission of a task.

12. Application for illness or misadventure – What happens when the form is submitted?

When you lodge your Appeal, you are **requesting** consideration of your special circumstances.

Your application will be considered by the faculty Head Teacher and Deputy Principal. If necessary, it will be referred to the School Executive. It is **NOT** automatic that your appeal will be accepted. You should contact the appropriate Head Teacher if you have any queries regarding your appeal.

13. Alternative tasks or procedures

Students should be aware that when they miss a task they **cannot be guaranteed** the mark they might have obtained by doing the task on the specified date.

If an appeal is upheld for a missed task, the **Head Teacher** may:

- authorise the task to be given as soon after the student's return to school as is reasonable and practicable
- authorise an alternative task to be given as soon after the student's return to school as is reasonable and practicable
- grant an extension of time (in the case of a hand-in task)
- determine an alternative procedure, in consultation with the school executive. Often an estimated mark will be calculated statistically at the end of the assessment period.

14. When an Alternative Task cannot be given

If an alternative task cannot be given after the Appeal for a Missed Assessment Task has been upheld, a mark will be allocated. This is usually calculated mathematically at the end of the course.

15. Missing a re-negotiated date for a missed task or extension of time

A renegotiated date is a firm undertaking to complete the missed task or submit the hand-in task at that time. Students who do not comply with this must submit another Appeal form, which will be considered on its merits as a new Appeal.

16. Problems with computers

- It is every student's responsibility to ensure that work prepared on a computer is regularly backed up and saved either onto a hard copy or a drive, so work is not lost.
- If your computer or printer malfunctions and you cannot print the final version of your work, you are required to submit the file or working drafts printed during the preparation of the task.
- Students are advised to keep:
 - at least one back-up of work required for an HSC task.
 - copies of all printed drafts made during the progress of the assignment.
- The printing of assignments should not be left to the last minute. **“Computer problems” will NOT be accepted as grounds for an appeal for an extension of time.**

17. Assessment Tasks and Excursions

Timetabled assessment tasks must take precedence over all other school activities. Students are required to sit for the assessment task or submit a hand-in task as scheduled. No allowance will be made for students who attend an excursion for another subject instead of fulfilling their HSC Assessment obligations on the given date.

18. Tasks or due dates missed without an acceptable reason

If a student misses a task or does not submit work by the due date and an Appeal is not upheld (or not submitted) a mark of zero will be recorded for the task.

Note: Students who know in advance that they will be absent on the day a hand-in task is due, **MUST** submit their work before the due date. Therefore, holidays, tests for driver's licences, sporting trips etc. are not valid reasons for the late submission of a task.

19. Award of Zero for 50% of the Assessment Mark in a subject

If a student is awarded 0 marks for the equivalent of 50% of the total assessment mark for a subject, because these tasks have been missed, the Principal cannot certify that the course has been satisfactorily studied.

Should this be a Year 11 course it will mean the student cannot follow on with the study of this course and also may mean there have not been sufficient units studied to qualify for a HSC. In the case of a HSC course, the course will not be included in HSC results. This may mean that the student will not be eligible for the award of a Higher School Certificate, as a minimum of 10 units must be satisfactorily presented.

20. The Trial/Yearly Examinations

The Trial/Yearly Examinations are part of the HSC Assessment Task Program and exactly the same rules and regulations apply as for the other HSC Assessment tasks. An Appeal form must be submitted to the Appropriate Head Teacher by any student missing a task or requiring special consideration.

21. Late arrival at a Task

Students must arrive punctually for tasks. Additional time will not be given or alternative arrangements made if a student is late, unless there are substantive reasons. Students should report to the appropriate Head Teacher on arrival, who may be able to arrange for the student to be isolated to complete the task if circumstances warrant this. An appeal form must be lodged before any consideration can be given.

22. Applying for an Extension

If it is necessary to apply for an extension of time for the completion of the task you must:

- Discuss the matter with the faculty Head Teacher.
- Submit an appeal form to the Head Teacher, with any appropriate supporting documentation, for their decision to be recorded.
- Submit the form to the appropriate Head Teacher.

23. Long Term Problems

Students are advised of the following provisions for situations involving a long term problem.

NESA Special Provisions

NESA may grant special provision to students who have medical conditions that require, for example, rest breaks, food, special furniture. Where provisions are likely to be granted by the NESA they will also be available to students during the Trial HSC. Students who have special needs should discuss them with the school counsellor as earlier as possible so that appropriate documentation can be completed.

Universities' Access Scheme

Universities sometimes grant students who have long term medical or other problems that cause significant disadvantage' special consideration through a program called the ACCESS scheme. Students who believe they have such circumstances should discuss them with the school counsellor as earlier as possible so that appropriate documentation can be completed.

24. Minimum level of application

NESA requires students to apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course. This applies to all tasks, homework, assignments and not only to the tasks above. Students who fail to complete these put their satisfactory completion of the course in jeopardy. This can then prevent them continuing with the course for the HSC.

Malpractice Policy

Malpractice in the Assessment Program refers to any attempt by a student to improve their assessment by any means which does not give a true reflection of their own work or their own learning.

Examples of malpractice would include:

- Students having relevant information in their possession or visible or accessible during a test
- Using a programmable calculator during a test
- Deliberately disturbing other students during a test
- Communicating with other students during a test
- Writing before or after instructed to during a test
- **Submitting work prepared by another person for an assignment.**
- **Using sources of information or quotations which are not acknowledged.**
- **Submitting downloaded text from the internet without appropriate acknowledgement and quotations.**
- Making misleading statements about the word length of an assignment
- Consulting notes or communicating in any way with anyone during a test
- Submitting assignments prepared by or assisted by an outside tutor.

Consequences

Cases of alleged malpractice will be considered by a committee convened by the Principal. The Principal's decision in these matters will be final. The likely outcome of a case of malpractice would be that the student would be awarded zero for all or part of the task. It is possible that this could make the student ineligible for an award in that subject at the Higher School Certificate.

2023 YEAR 11 ASSESSMENT TASK CALENDAR

TERM	DATE	WEEK	SUBJECT
Term 1	27 Jan	1	
2023	30 Jan – 3 Feb	2	
	6 Feb – 10 Feb	3	
	13 Feb – 17 Feb	4	
	20 Feb – 24 Feb	5	
	27 Feb – 3 Mar	6	
	6 Mar – 10 Mar	7	
	13 Mar – 17 Mar	8	Ancient History, Mathematics Advanced
	20 Mar – 24 Mar	9	English Advanced, Business Studies, Mathematics Extension 1, Sport, Lifestyle & Recreation
	27 Mar – 31 Mar	10	English Standard, Biology
	3 Apr – 6 Apr	11	PDHPE
Term 2	24 Apr – 28 Apr	1	Music 1, Music 2
2023	1 May – 5 May	2	English Extension, English Studies, Investigating Science, Mathematics Standard
	8 May – 12 May	3	
	15 May – 19 May	4	Mathematics Advanced, Visual Arts
	22 May – 26 May	5	VET Work Placement
	29 May – 2 June	6	VET Work Placement
	5 Jun – 9 Jun	7	
	12 Jun – 16 Jun	8	English Standard, PDHPE, Sport, Lifestyle & Recreation
	19 Jun – 23 Jun	9	English Advanced, Mathematics Extension 1, Numeracy
	26 Jun – 30 Jun	10	Ancient History, Biology, Music 1, Music 2
Term 3	17 Jul – 21 Jul	1	
2023	24 Jul – 28 Jul	2	English Extension, Mathematics Standard
	31 Jul – 4 Aug	3	English Studies, Numeracy
	7 Aug - 11 Aug	4	Investigating Science
	14 Aug – 18 Aug	5	Business Studies, Music 1, Music 2
	21 Aug – 25 Aug	6	
	28 Aug – 1 Sept	7	
	4 Sept – 8 Sept	8	YEARLY EXAMINATIONS
	11 Sept – 15 Sept	9	Visual Arts
	18 Sept – 22 Sept	10	

NB: PLEASE CHECK THESE ASSESSMENT DATES WITH YOUR CLASS TEACHERS

ASSESSMENT SCHEDULES

2023

(updated February 2023)

English Advanced Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Task description	Reading to Write Imaginative text with reflection	Narratives that Shape our World Multimodal presentation	Yearly Examination Critical response
Due date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8
Outcomes assessed	EA11-3 EA11-5 EA11-9	EA11-1 EA11-2 EA11-3 EA11-5 EA11-7 EA11-9	EA11-1 EA11-3 EA11-5 EA11-6 EA11-8
Components	Weighting		
Knowledge and understanding of course content	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	20%	15%
Total %	30%	40%	30%

English Extension Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Task description	Imaginative response	Multimodal TED talk	Yearly Examination Critical responses
Due date	Term 2 Week 2	Term 3 Week 2	Term 3 Week 8
Outcomes assessed	EE11-2 EE11-3 EE11-6	EE11-1 EE11-2 EE11-3 EE11-4 EE11-5	EE11-1 EE11-2 EE11-3 EE11-5
Components	Weighting		
Knowledge and understanding of course content	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	20%	15%
Total %	30%	40%	30%

English Standard Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Task description	Imaginative text with reflection Reading to Write	Interactive ICT presentation (Multimodal presentation) Contemporary Possibilities	Yearly Examination Analytical responses
Due date	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8
Outcomes assessed	EN11-3 EN11-5 EN11-7 EN11-9	EN11-1 EN11-2 EN11-4 EN11-6 EN11-8	EN11-1 EN11-3 EN11-5 EN11-8
Components	Weighting		
Knowledge and understanding of course content	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	20%	15%
Total %	30%	40%	30%

English Studies

Year 11

Assessment Schedule

	Task 1	Task 2	Task 3
Task description	Multimodal presentation Mandatory Module: Achieving through English	Collection of classwork Learning portfolio (4 sections)	Yearly Examination Section one HSC style
Due date	Term 2 Week 2	Term 3 Week 3	Term 3 Week 8
Outcomes assessed	P1.1 P1.2 P1.3 P1.4 P3.1 P4.1	P1.1 P1.2 P1.3 P1.4 P2.1 P2.2 P2.3 P3.2 P4.2	All outcomes
Components	Weighting		
Knowledge and understanding of course content	15%	20%	15%
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15%	20%	15%
Total %	30%	40%	30%

Ancient History

Year 11

Assessment Schedule

	Task 1	Task 2	Task 3
Task description	Source analysis Investigating Ancient History	Research and essay Historical investigation	Yearly Examination
Due date	Term 1 Week 8	Term 2 Week 10	Term 3 Week 8
Outcomes assessed	AH11-6 AH11-7 AH11-9 AH11-10	AH11-3 AH11-4 AH 11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9
Components	Weighting		
Knowledge and understanding of course content	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	10%
Historical inquiry and research	10%	10%	0%
Communication of historical understanding in appropriate forms	5%	5%	10%
Total %	30%	30%	40%

Biology Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Task description	Practical investigation Plan, design and conduct a practical investigation. Written report. Module 1	Depth Study Analysis of Primary and/or Secondary data. Written report. Module 4	Yearly examination Objective, short answer and extended response. Module 1-4
Due date	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8
Outcomes assessed	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-6 BIO11-8	BIO11/12-1 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11-11	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11
Components	Weighting		
Skills in working scientifically	25%	25%	10%
Knowledge and understanding	5%	5%	30%
Total %	30%	30%	40%

Note: To meet course requirements in Biology students must undertake as a minimum a depth study/studies of 15 hours and practical investigations totalling 35 hours.

Business Studies

Year 11

Assessment Schedule

	Task 1	Task 2	Task 3
Task description	Research report	Small business plan	Yearly Examination
Due date	Term 1 Week 9	Term 3 Week 5	Term 3 Week 8
Outcomes assessed	P1 P2 P7 P8	P3 P4 P8 P9 P10	P3 P5 P6 P9 P10
Components	Weighting		
Knowledge and understanding of course content	10%	10%	20%
Communication of business information, ideas and issues in appropriate forms	10%	10%	0%
Inquiry and research	10%	10%	0%
Stimulus based skills	0%	10%	10%
Total %	30%	40%	30%

Investigating Science Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Task description	Practical Investigation Plan, design and conduct a practical investigation. Written report. Modules 1 & 2	Depth Study – Research and Presentation Analysis of primary and/or secondary data. Written report. Modules 3 & 4	Yearly Examination Objective, short answer and extended response. Modules 1-4
Due date	Term 2 Week 2	Term 3 Week 4	Term 3 Week 8
Outcomes assessed	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS11-8 INS11-9	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-10 INS11-11	INS11/12-1 INS11/12-2 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11
Components	Weighting		
Skills in working scientifically	20%	20%	20%
Knowledge and understanding	10%	20%	10%
Total %	30%	40%	30%

Note: To meet course requirements in Investigating Science students must undertake as a minimum a depth study/studies of 30 hours and practical investigations totalling 35 hours.

Mathematics Advanced Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Task description	Investigation/ Verification Quiz Topic F1	In Class Test Topics T1, T2	Yearly Examination Topics F1, T1, T2, C1, E1
Due date	Term 1 Week 8	Term 2 Week 4	Term 3 Week 8
Outcomes assessed	MA11.1 MA11.2 MA11.8 MA11.9	MA11.1 MA11.3 MA11.4 MA11.9	MA11.1 MA11.2 MA11.3 MA11.4 MA11.5 MA11.6 MA11.9
Components	Weighting		
Understanding, fluency and communicating	15%	15%	20%
Problem Solving, reasoning and justification	15%	15%	20%
Total %	30%	30%	40%

Mathematics Extension 1

Year 11

Assessment Schedule

	Task 1	Task 2	Task 3
Task description	In Class Test Topic F1, F2	Investigation/ Verification Quiz Topics T1 & T2	Yearly Examination Topics F1, T1, T2, C1, A1
Due date	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8
Outcomes assessed	ME11.1 ME11.2 ME11.7	ME11.1 ME11.3 ME11.6 ME11.7	ME11.1 ME11.2 ME11.3 ME11.4 ME11.5 ME11.6 ME11.9
Components	Weighting		
Understanding, fluency and communicating	15%	15%	20%
Problem solving, reasoning and justification	15%	15%	20%
Total %	30%	30%	40%

Mathematics Standard Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Task description	In-class supervised test Topics A1, A2, F1.2, F1.1	Investigation Task Topic S1	Yearly Examination Topics A1, A2, F1.2, F1.1, F1.3, S1, M1.1, M1.3, M1.2
Due date	Term 2 Week 2	Term 3 Week 2	Term 3 Week 8
Outcomes assessed	MS11-1 MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	MS11-2 MS11-7 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-10
Components	Weighting		
Understanding, fluency and communicating	15%	15%	20%
Problem solving, reasoning and justification	15%	15%	20%
Total %	30%	30%	40%

Music 1

Year 11

Assessment Schedule

	Task 1	Task 2	Task 3
Task description	Viva Voce & Aural Analysis Topic 1: Baroque Music	Aural exam, performance & Composition portfolio Topic 2: Music of the 18 th Century or Music of the 19 th Century	Composition portfolio & Performance Topic 3: Own Choice
Due date	Term 2 Week 1	Term 2 Week 10	Term 3 Week 5
Outcomes assessed	P2 P4 P5 P6 P7 P8 P10 P11	P1 P4 P9 P10 P11	P1 P3 P4 P5 P6 P7 P8 P10 P11
Components	Weighting		
Performance	5%	10%	10%
Composition	0%	10%	15%
Musicology	10%	0%	15%
Aural	10%	15%	0%
Total %	25%	35%	40%

Music 2 Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Task description	Performance, Aural & Composition. Mandatory Topic: Music 1600-1900 One performance and critical evaluation. It will compare your performance with one other performance of the same piece. Along with a composition portfolio of all in class composition tasks.	Musicology/Aural Examination & Presentation. Additional Topic: Own Choice An examination that focuses on musicology and aural components. A prepared musicology presentation that compares two works, uses audio and score references.	All areas of Music Mandatory & Additional Topics A performance that reflects the additional topic and a composition of no more than 2 minutes alongside a portfolio in a chosen style that fits either the additional or mandatory topics.
Due date	Term 2 Week 1	Term 2 Week 10	Term 3 Week 5
Outcomes assessed	P2 P4 P5 P6 P7 P8 P10 P11	P1 P4 P9 P10 P11	P1 P3 P4 P5 P6 P7 P8 P10 P11
Components	Weighting		
Performance	10%	0%	15%
Composition	10%	0%	15%
Musicology	0%	20%	5%
Aural	5%	15%	5%
Total %	25%	35%	40%

Numeracy Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Task description	In-class open book supervised test Module 1 Topics 1.1, 1.2, 1.3, 1.4 and 1.5	Investigation Module 1 and Module 2	Yearly Examination Module 1 and Module 2
Due date	Term 2 Week 9	Term 3 Week 3	Term 3 Week 8
Outcomes assessed	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-3.1 N6-3.2
Components	Weighting		
Knowledge and understanding	15%	15%	20%
Skills	15%	15%	20%
Total %	30%	30%	40%

PDHPE

Year 11

Assessment Schedule

	Task 1	Task 2	Task 3
Task description	Assessment task based around body systems and fitness components	Assessment task based around the health of individuals and health promotion	Yearly Examination
Due date	Term 1 Week 11	Term 2 Week 8	Term 3 Week 8
Outcomes assessed	P7 P8 P11 P17	P2 P3 P4 P5 P6 P16	P2 P3 P4 P5 P6 P7 P8 P11 P16 P17
Components	Weighting		
Knowledge and understanding of <ul style="list-style-type: none"> • factors that affect health • the way the body moves 	10%	10%	20%
Skills in: <ul style="list-style-type: none"> • influencing personal and community health • taking action to improve participation and performance in physical activity 	10%	10%	10%
Skills in critical thinking, research and analysis	10%	10%	10%
Total %	30%	30%	40%

Sport, Lifestyle & Recreation Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Task description	Sports administration	Fitness	Yearly Examination
Due date	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8
Outcomes assessed	1.5 2.3 3.5 4.3	1.4 2.4 3.7 4.5	All Outcomes
Components	Weighting		
Knowledge and understanding of <ul style="list-style-type: none"> the factors that influence health and participation in physical activity understanding of the principles and processes impacting on realisation of movement potential 	15%	15%	20%
Skills in: <ul style="list-style-type: none"> implementing strategies that promote health, physical activity and enhanced performance influencing the participation and performance of self and others 	15%	15%	20%
Total %	30%	30%	40%

Visual Arts Year 11 Assessment Schedule

	Task 1	Task 2	Task 3
Task description	Short Response & B.O.W #1	Essay & B.O.W #2	Yearly Examination
Due date	Term 2 Week 4	Term 3 Week 9	Term 3 Week 8
Outcomes assessed	P1 P4 P6 P7 P8 P9	P2 P3 P5 P8 P9 P10	P7 P8 P9 P10
Components	Weighting		
Art making	25%	25%	0%
Art criticism and art history	15%	15%	20%
Total %	40%	40%	20%

TAFE COURSES

If studying a TAFE course, please see your TAFE teacher for details of the course tasks, the outcomes/competencies required and assessment due dates.

It is a requirement that all TAFE students regularly check their email (DEC and TAFE) to ensure they are aware of any requirements from TAFE.

HSC Assessment Advice for VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

Formal assessment will be scheduled only when you have developed the necessary skills and underpinning knowledge to demonstrate competency.

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

Recognition of Prior Learning (RPL) on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

Credit Transfer (CT) may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

N Determination letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

Work placement is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

HSC Examination is only available in some VET courses. (Refer to the NESA course outline and the specific course assessment summary for detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken. If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

Assessment Summary AHC20116 Certificate II in Agriculture_ 2022-2023 ONLY

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Year 11 – Term 2 Weeks 5 & 6 HSC – Term 4 Weeks 3 & 4
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Exam Week

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes		Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 1	AHCWHS201	Participate in WHS processes	X	X	X	Mandatory
Cluster 2	AHCWRK204	Work effectively in the industry	X		X	Mandatory
Cluster 2	AHCWRK209	Participate in environmentally sustainable work	X	X	X	Mandatory
Cluster 2	AHCWRK205	Participate in workplace communications	X	X	X	
Cluster 3	AHCWRK201	Observe and report on weather	X	X	X	Mandatory
Cluster 4	AHCPMG201	Treat weeds	X	X	X	
Cluster 4	AHCCHM201	Apply chemicals under supervision	X	X	X	Mandatory

- Trainers must deliver and assess Cluster 1, 2, 3, 4, then select either Cluster 5 (Livestock stream) or Cluster 6 (Plant stream) and select optional clusters to total of at least 18 units.
- Clusters DO NOT NEED TO BE ASSESSED IN ORDER.

Cluster 5

Assessment Plan			Evidence Collection			HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status Mandatory/Stream
Cluster 5	AHCLSK202	Care for health and welfare of livestock	X	X	X	Stream
Cluster 5	AHCLSK205	Handle livestock using basic techniques	X	X	X	
Cluster 5	AHCLSK206	Identify and mark livestock	X		X	
Cluster 5	AHCLSK204	Carry out regular livestock observations	X		X	

Cluster 7 Tractors and machinery

Assessment Plan			Evidence Collection		
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 7	AHCMOM202	Operate tractors	X	X	X
Cluster 7	AHCMOM304	Operate machinery and equipment	X	X	X

Cluster 8 Feed and Water Livestock

Cluster 8	AHCLSK211	Provide feed for livestock	X	X	X
Cluster 8	AHCLSK209	Monitor water supplies	X	X	X

Cluster 9 Fencing

Cluster 9	AHCINF202	Install, maintain, and repair farm fencing	X	X	X
Cluster 9	AHCINF201	Carry out basic electric fencing operations	X	X	X

Cluster 12 Clean machinery

Cluster 12	AHC BIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity	X	X	X
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You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the AHC20116 Certificate II in Agriculture. The Statement of Attainment towards AHC20116 Certificate II in Agriculture will only be the possible AQF outcome if at least one UoC has been achieved.

HSC Assessment Summary for CPC20220 Certificate II in Construction Pathways and Statement of Attainment towards CPC20120 Certificate II in Construction

SCHOOL	West Wyalong High School	
Requirements for HSC purposes	Dates	
Work Placement (compulsory for the HSC) 70 hours in total	Year 11 – Term 2 Weeks 5 & 6 HSC – Term 4 Weeks 3 & 4	
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Exam Week	

Assessment Plan			Evidence Collection			HSC
Cluster	Unit of Competency codes	Title of Unit of Competency	Direct observation – real time, simulated environment	Product based method structured activities e.g. role plays, work samples, presentation, reports	Questioning – written or oral related to knowledge e.g. quizzes, interviews	NESA Status - Mandatory
Cluster 1	CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry	X	X	X	Y
Cluster 2	CPCCCM1011	Undertake basic estimation and costing	X	X	X	
	CPCCOM1015	Carry out measurements and calculations				Y
Cluster 3	CPCWHS1001	Prepare to work safely in the construction industry (Imported)	X	X	X	
Cluster 4	CPCCOM1013	Plan and organise work	X	X	X	Y
	CPCCOM2001	Read and interpret plans and specifications				Y
Cluster 5 – Option 3 Joinery	CPCCJN2001	Assemble components	X	X	X	
	CPCCJN3004	Manufacture and assemble joinery components				
Cluster 6	CPCCCA2002	Use carpentry tools and equipment	X	X	X	
	CPCCCM2005	Use construction tools and equipment				Y
	CPCCCA2011	Handle carpentry materials				
Cluster 7	CPCCVE1011	Undertake a basic construction project	X	X	X	
	CPCCOM1012	Work effectively in the construction industry				Y

All the requirements of the VET qualification as stated in the TAS must be met to achieve the CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction. The Statement of Attainment towards CPC20220 Certificate II in Construction Pathways and a Statement of Attainment towards CPC20120 Certificate II in Construction will be the possible AQF outcome if at least one UoC has been achieved in each qualification.

HSC Assessment Summary for SIT20322 Certificate II in Hospitality

The assessment summary for this course has yet to be released by Public Schools NSW Wagga Wagga RTO 90333, due to alterations to the course. Once this document has been released the hospitality teacher will provide students with it separately to this booklet.

Assessment Summary for Manufacturing and Engineering Introduction:

MEM10119 Certificate I in Engineering and

Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Year 11 - Term 2 Weeks 5 & 6
There is NO HSC Examination available in this Board Endorsed Course. This VET course cannot be used in the calculation of an ATAR	NA

Assessment Plan			Evidence Collection			
Cluster	Competency codes	Title of competency	Written Task/Questioning – written or oral related to knowledge e.g. quizzes, interviews	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks
Cluster 1 – Welcome to the Industry	MEM13015	Work safely and effectively in manufacturing and engineering				
	MEM16006	Organise and communicate information	X	X	X	
	MEM11011	Undertake manual handling				
Cluster 2 – Right tool, Right job	MEM18001	Use hand tools				
	MEM18002	Use power tools/hand held operations	X	X	X	
Cluster 3 – Engineering in Practice	MEM12024	Perform computations				
	MEM16008	Interact with computer technology	X	X	X	
	MEM07032	Use workshop machines for basic operations				
Cluster 4 – Can we build it	MEMPE006A	Undertake a basic engineering project				
	MEMPE001A	Use engineering workshop machines	X	X	X	X
Cluster 5 – Sparks and Noise	MEMPE002A	Use Electric welding machines				
	MEMPE004A	Use fabrication equipment	X	X		
Cluster 6 – My pathway	MEMPE005A	Develop a career plan for the engineering and manufacturing industry	X		X	

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the MEM10119 Certificate I in Engineering. The Statement of Attainment towards MEM10119 Certificate I in Engineering will only be the possible AQF outcome if at least one UoC has been achieved. The Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways will only be the possible AQF outcome if at least one UoC has been achieved.