



# ASHFIELD BOYS HIGH SCHOOL

## Year 11 Assessment Policy & Course Schedules

2019



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# Year 11 Course Assessment Overview

In order to progress to your Year 12 Higher School Certificate year, you must have completed your Year 11 Course 2019 in any individual subject satisfactorily. The Principal will be asked to confirm that you have satisfactorily completed the Year 11 Course 2019 requirements before your entry for the HSC can be declared valid. Most School Year 11 Courses 2019 will be completed by Term 3, and you will then begin work on your HSC course work which will be included in your HSC examination.

## School Assessment

There are some aspects of your courses that cannot be adequately assessed through examinations, such as practical work in Science, Drama, Music and oral work in English. Your school assessments are designed to measure these achievements as well as your achievements in examinations. Your school assessments will measure your actual performance in the whole course. In Year 12, your HSC subject assessment marks are submitted to NESA. Your school assessment marks are worth **50%** of your HSC.

## Satisfactory Completion of a Course

To get your HSC in a subject, you have satisfactorily met course requirements. "Satisfactory completion" means that, in the Principal's view, there is sufficient evidence that you have:

- **followed the course** developed or endorsed by NESA;
- applied yourself with **diligence** and **sustained** effort to the set tasks and experiences provided in the Year 11 or HSC course by the school;
- **achieved some or all** of the course outcomes;
- attended school regularly so that course completion requirements can be met. As a general rule, an attendance rate of **at least 85%** would be expected.

## Pattern of study to qualify for the HSC

To qualify for the HSC you must study a pattern of Year 11 and HSC courses. You must check that your Year 11 pattern of study included:

- at least **12 units** of which **6 units** must be from Board-developed courses;
- at least **2 units** of English

Your HSC pattern of study must include at least **10 units**, including two units of English.

## Credentials

The **Higher School Certificate** is awarded to students who have completed all eligibility requirements.

The **Higher School Certificate Record of Achievement** is awarded when you leave school.

If you leave school before completing the HSC your Record of Achievement will list any Year 11 Course 2019 which you have completed satisfactorily, but no marks will appear.

## School Assessment Tasks

School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

Each task enables teachers to collect information about the students' achievement in relation to one or several outcomes, to award marks in accordance with marking guidelines, and to provide constructive feedback to students on their performances highlighting their strengths and where they could make improvements. The marks awarded for each task should be commensurate with the quality of the response. Work that shows more complex development and higher order achievement should receive more marks than work that demonstrates a more basic level of achievement.

At the end of each major examination in Year 11 you will be provided with your ranking within the course at that time.

Reports will be available on a regular basis. Each report will indicate your ranking for each course at that time.

## Course Assessment Schedule

***It is your responsibility*** to check with the relevant Head Teacher if any areas of the course schedule need clarification, or if you do not have a course assessment schedule for a subject which you are studying.

The course assessment schedule is mandatory and is **not negotiable**. It contains information about the set tasks in each component of your course. The course assessment schedule also informs you of approximately when the various assessment tasks will take place, and tells you the weighting of each task.

The date of each assessment task will be provided by the classroom teacher, **in writing**, **at least two weeks prior to the task**. **Students must sign for their task notification**.

## University Entry

The Australian Tertiary Admission Rank (**ATAR**) is calculated from the best 10 units in Board Developed Courses subject to the following restrictions.

- at least 2 units of English must be included
- at least 3 Board Developed Courses of 2 units value or greater must be included

- courses from at least 4 subjects must be included
- at most, 2 units of Category B courses may be included

## The List of Category B Courses

1. Construction (240 hours)
2. Hospitality- Kitchen Operations (240 hours)

## Vocational Education and Training (VET) Courses

### Work Placement

The courses in VET industry curriculum frameworks have been designed to deliver specified units of competency. The units of competency have been drawn from industry training packages.

Work Placement is a **mandatory** HSC requirement of each course by NESA within this framework. 2U VET Courses comprise 70-hour work placement. (35 hours Year 11, 35 hours HSC Courses).

Learning in the workplace will enable students to:

- progress towards the achievement of industry competencies
- develop appropriate attitudes towards work
- learn a range of behaviours appropriate to the industry
- practice skills acquired off the job in a classroom or workshop
- develop additional skills and knowledge, including the key competencies

Assessment of the units of competency will be undertaken by a qualified assessor in classroom delivery.

### Part-time Work

Under some circumstances, students' part-time work in an appropriate workplace may be used to fulfil work placement requirements. For further details, see your VET class teacher to discuss RPL (Recognition for prior Learning)

### The Purposes of VET Assessment

For VET courses, assessment is to judge competence on the basis of performance against the criteria set out in the learning incomes for each module, for the purpose of achieving AQF Qualifications, Statements of Attainment and NESA requirements.

### Competency Based Assessment

The courses within the VET Curriculum Frameworks are competency based courses. NESA and the Vocational Education and Training Accreditation Board (VETAB) require that a competency based approach to assessment be used for the competencies achieved.

The performance of students is based against a prescribed standard, not against the performance of other participants.

A student is judged either **competent** or **not yet competent**. This judgement is made on the basis of evidence, which may be in a variety of forms.

Students may take a maximum of three attempts at achieving an element of competency. Competency based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

When students are assessed on tasks, a number of elements of competency or even several units of competency are assessed together. Competence is the integration of a wide range of skills, knowledge and attitudes.

### Qualified Assessors

Students will be assessed by their teachers, who are qualified assessors, or in some cases by their work placements supervisors if they are qualified workplace assessors.

### Competency Records

Achievement of elements of competency and units of competency will be progressively recorded by the teacher.

- all performance criteria need to be met to demonstrate the achievement on an element of competency
- all elements of competency must be achieved in order to demonstrate the achievement of a unit of competency.
- Competency records are available for students to view when required.

### Year 11 Course Examination – VET Courses

The Higher School Certificate examination in VET courses is **optional**. It will consist of a written examination. Students will nominate during the HSC year to undertake to **withdraw** from the optional examination.

The examination is independent of the competency based assessment undertaken during VET courses and has no impact on student eligibility for AQF qualifications.

A written exam component will be included in both the Half Yearly and Yearly school assessments.

### Assessment whilst on Work Placement

If a student is required to complete an assessment whilst they have work placement, it is the responsibility of the **student to notify the Head Teacher** of this once they have received their Work placement student records. Student should use the form Appendix F to complete this process. Failure to do so will result in the student receiving zero mark for the scheduled assessment.

## **RoSA (Record of School Achievement)**

### **A credential for school leavers**

#### **TVET**

TVET students must carry 14 units and demonstrate continued attendance and have applied themselves with diligence and sustained effort before they can drop to 12 units.

#### **ESL students**

Stage 6 ESL students must complete 2 units of Fundamentals of English for the Year 11 Course 2019 in addition to their 12 units, therefore carrying 14 units. Fundamentals of English does not continue into Year 12.

- Students who leave school in Year 11 and satisfy eligibility requirements for the RoSA, will receive the formal credential – RoSA.
- Students who leave school and are not eligible for a RoSA will receive a Transcript of Study at their departure. The Transcript of Study contains the same information as the RoSA for courses satisfactorily completed.
- All students have access to a record of their courses studied and their grades through Students Online.

While formal RoSA credentials are for school leavers, Year 11 students will be able to access their results electronically and print a transcript of their results.

## **Illness and Misadventure**

### **Student attendance before an assessment task**

Students must be **present for the whole school day and attend all timetabled lessons**. Failure to do so will result in a zero mark.

### **Student is absent from an assessment task due to illness**

If a student is sick and cannot attend on the day of the task or date a task is due, the student is to:

- **complete an illness/misadventure form** (Appendix A), with an attached doctor's certificate, and present it to the Head Teacher on the **first day of return** to school.
- The doctor's certificate should state: "**(Student name) was not fit to attend the assessment task on...**" This must be from a Registered Medical Practitioner with a Medicare Provider Number. Post-dated doctor's certificates will not be accepted. The task **must be submitted at this time** if it is a hand in task or an appropriate time is **negotiated** to complete the task with the Head Teacher for examinations and oral presentations.

The Head Teacher may award an extension of time or an estimated mark may be given based on other available information.

### **Student is absent due to a misadventure**

Misadventure refers to an event beyond the student's control which allegedly prevented the student from attending the assessment task or school on the date a task was due.

Following failure to complete an assessment task at the due time, the student is to:

- **notify the school by phone** on 9798 6620 on the day of the task or as soon as possible following this date.
- **submit an illness / misadventure form** (Appendix A), with appropriate supporting documentation, to the head teacher on the **first day of return to school** to negotiate alternative arrangements. The task must be **submitted at this time if it is a hand in task** or an appropriate time is negotiated to complete the task with the Head Teacher for examinations and oral presentations.

An extension of time may be provided or a mark may be awarded based on a substitute task. Where there is no valid reason for not completing an assessment task, a zero mark will be recorded for that task.

### **Students who complete the assessment task and suffer illness/misadventure**

Students may lodge an illness / misadventure appeal in writing if they believe that circumstances **immediately prior to or during the assessment task**, which were beyond their control, significantly diminished their assessment performance.

In such cases, students need to **complete the Illness/ Misadventure appeal form (Appendix A)** and provide documentary evidence such as doctor's certificate, clearly detailing and supporting the illness or misadventure. The provision of such documents does not dictate the outcome of the appeal.

Students should submit this appeal to the Head Teacher on the next day they return to school.

### **Hand-In tasks**

Hand-in tasks should be submitted to the classroom teacher **or if class teacher is absent the Head Teacher** as specified on the notification of the assessment task on the due date and during the allocated lesson time and sign off that they have handed in, or completed the task.

Alternatively if a student is absent due to illness or misadventure then an illness/misadventure form accompanied by appropriate supporting documentation i.e. medical certificate and the assessment task should be submitted to the teacher/Head teacher on the **first day that the student returns to school**.

If an assessment task is submitted late, and there is no successful illness / misadventure appeal, students will receive a zero for that task. Students should still submit the task to gain necessary feedback.

## Oral Presentations

Oral presentations should be submitted to the teacher/faculty as specified on the notification of assessment. A copy of the oral presentation must be submitted on the due date, generally being the first day that the speeches begin, during the lesson time.

A zero mark will be awarded if the task is submitted after the allocated lesson time unless an illness and misadventure form is submitted with the appropriate supporting documentation such as a medical certificate.

## Technology and assessment tasks

Technology and / or computer equipment failure are not valid grounds for misadventure involving the late submission of assessment tasks.

To assist students in the utilisation of technology, the following guidelines should be considered:

- always complete work before the deadline. This enables appropriate measures to be taken in the event of equipment failure.
- Back-up files regularly.
- Print out copies of drafts and keep them while the assignment is in progress.
- Bring a copy of the file to school by either email, USB, CD.
- Email the task to yourself

## Appeals Surrounding the Assessment Procedure

### Grounds for an appeal

The appeal concerning assessment procedures may only be based on the assessment process and not on individual student related issues such as illness or misadventure.

While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgment of a teacher is not grounds for an appeal.

## Appeals Process

When a student feels that a decision applied to his work is not consistent with the school's assessment policy and procedures he may appeal. The **first appeal MUST be to the Head Teacher**.

Where a student feels that the appeal to the Head Teacher has not been heard appropriately, he may appeal to the Deputy Principal/ Principal to determine if:

- the weightings specified by the school in its assessment program were followed and conform with the Board's requirements as detailed in the syllabus;
- the procedures used to determine the final assessment marks conform with the issued assessment program; and,
- there are no computational or other clerical errors in the determination of the assessment mark.
- A written appeal must be lodged to the Deputy Principal within 7 calendar days of the previous appeal to Head Teacher.
- The Appeals Committee will comprise of the Deputy Principal, and two Head Teachers from different faculties.
- If the student feels that the Appeals Committee has not given procedural fairness, then the student can lodge an appeal with the Principal.
- At all times, when lodging an appeal, the student is entitled to have a support person present.
- While a teacher may choose to review the mark allocated for a task or part of a task, the professional judgement of a teacher is not grounds for an appeal.
- If the student is concerned about their rank for any or each subject, then they follow the procedures listed in the flow chart. (Appendix D)

If not satisfied with the school's decision, a student may make a subsequent appeal to NESA. NESA will consider only whether the weightings, the procedures and the correct computations were made as detailed in the dot points above. There is no appeal against the marks awarded for individual assessment tasks.

## Academic Integrity

NESA has strict requirements concerning the integrity of ownership of work submitted. These are mirrored by the school's expectations. All work presented in assessment tasks and examinations (including submitted works and practical examinations), must be your own.

### Defining Malpractice

Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others or places other students at a disadvantage. It includes, but is not limited to:

- presenting it as one's own
- using material directly from books, journals, CDs or the Internet without reference to the source
- building on the ideas of another person without reference to the source

- buying, stealing or borrowing another person's work and presenting it as one's own
- submitting work to which another person, such as a parent, coach or subject expert has contributed substantially
- copying someone else's work in part or in whole, and
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- not making a genuine effort with an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.
- Students are advised that they should acknowledge input from another student or teacher or tutor within their bibliography and that copies of previous tasks by other students are kept as records for future years.

## **Strategies to ensure the authenticity of student responses to tasks.**

All students entering stage 6 studies will have completed The HSC: All My Own Work program designed to help students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

Strategies that teachers can use:

- thoroughly briefing all students in relation to the requirements of each task
- allocating class time to the planning of a response to a task
- requiring that students maintain a process diary or journal to show how their response or project or work was developed
- asking students to submit a task at critical points in its development
- having students submit their original drafts in addition to their final work
- incorporating student oral presentations on the progress of their work
- communicating clearly to students the extent of teacher, or other expert or outside, involvement permitted in the development of the work.

## **Misconduct in formal examinations and other assessment tasks**

Misconduct during any task or formal examination may be regarded as malpractice. **Zero marks may be awarded to students who are involved in misconduct during an examination or other assessment tasks.** Misconduct refers to any form of behaviour or activity that may fall under the definition of malpractice, is not consistent with

school rules or causes disruption to assessment procedures.

All class tasks including formal examinations must be attempted seriously. **Non-serious attempts** or offensive language in answers will be referred to the Head Teacher and/or the Principal / Deputy Principal and may be awarded a zero mark for that task.

## **Managing Issues of Malpractice**

Issues of malpractice need to be investigated by the Head teacher and in more serious cases reported to the Principal / Deputy Principal.

Where the malpractice is serious and where penalty or zero mark is to be awarded, the student will be advised of the issue and the school's intention to manage a course of action. The student will be given an opportunity to appeal the outcome of this decision.

Students are made aware that sharing / showing their hand-in task to other students prior to it being submitted may lead to issues construed as malpractice and lead to a zero mark for that task. Students are encouraged not to share the substance of a hand-in task with other students. Likewise, students who may receive a substitute task through an appeal outcome are not to make any effort to gain knowledge, wording or content of the original task.

## **NESA Register of Malpractice in the Year 11 Course & HSC Assessment Tasks**

**Types of malpractice in the Year 11 Course & HSC assessment tasks may include, but are not limited to:**

- Being in possession of unauthorised notes or electronic devices during a test or examination.
- Using the words, ideas, designs or workmanship of others without acknowledgement.
- Copying from another student.
- Paying someone to write or prepare an assessment task.

All incidents of malpractice will be registered at the school and entered onto the NESA malpractice register.

## **Equipment at Examinations/Tasks:**

- No electronic devices (excluding NESA approved calculators) are permitted in assessments and the examination room.
- Students are advised not to bring phones or electronic devices to the exams. If they do bring them, they are to place their phones in a supplied envelope before they enter the exam room. This envelope will be collected by the supervising teacher and handed to the deputy. Students will be able to collect their devices from

- the deputy at the end of the exam. In the case where the deputy is not available, students will have to wait for their return or collect their device the next day.
- Students must ensure they have the necessary equipment to assessments. Students are not permitted to borrow equipment during examinations.
  - Pencil cases and study notes must not be in possession of students in the exam room.
  - All papers, questions, booklets and answers must be handed in at the end of each exam.
  - Students must not take into the examination room any books, notes, this guide, the examination timetable, any paper or any equipment other than the equipment listed in the examination timetable
  - No responsibility will be taken for the safekeeping of any unauthorised material or equipment in bags or surrendered to Supervisors before or during the examinations.

## **Course Requirements: N Award Process**

### **Satisfactorily completing the course**

A student will be considered to have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESA,
- applied himself/herself with diligence and sustained effort to the set tasks and experiences provided the course by the school; and,
- achieved some or all of the course outcomes.

### **Student Attendance**

It could be determined by the Principal that prolonged or frequent absence has prohibited a student from meeting these requirements. Students who are concerned about their attendance with respect to meeting course requirements should discuss this with the Deputy Principal / Principal.

For all absences greater than three days, students are to complete an ***Exemption from school form***. These forms are available from the side office.

Absences for **overseas or interstate travel** are strongly discouraged and can impact on the student's ability to satisfactorily complete course requirements. Fee-paying international students may also jeopardise their visas and right to remain in Australia.

Different subjects have different prerequisites, e.g. practical subjects require a set number of hours of practical work. Overseas or interstate travel may have a negative impact on this.

If considering overseas or interstate travel, students are to:

- Explain to their family the impact the travel will have on the Year 11 Course & HSC;
- complete the *Exemption from school* form and attached a copy of the airline ticket;
- **Appendix B Overseas or interstate trips** for each subject studied. This form is to be signed by the head teacher of each subject, parent and year advisor.
- Both forms are to then be submitted to the Principal for approval at least three weeks in advance.

### **Failure to complete or submit assessment tasks**

If a student does not have a valid reason for failing to complete or submit an assessment task a zero mark may be recorded for that task. The student and his parents will be advised, in writing, of this.

### **Non-serious attempts**

Students studying a Year 11 Course must make a **genuine attempt to complete course requirements**. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete these requirements.

### **Communicating course requirement concerns**

Students should receive meaningful feedback in all aspects of their coursework. This may be in the form of marks, grades and/or oral and written comments. Comments may be informed by the performance band descriptions though should they not be reported or graded against these bands. The feedback given for tasks that do not contribute to the final Year 11 Course assessment mark should assist students in preparation for tasks that are part of the Year 11 Course Assessment program.

**Students must make a genuine attempt at assessment tasks that, combined, contribute more than 50% of the total assessment marks for that course.**

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a written warning letter must be given to the student and their parents notifying of a potential for an 'N determination' in the course.

The letter will

- advise the student of the issue giving adequate time for the problem to be corrected;

- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an 'N' determination, and
- request from the student and his parent a written acknowledgement of the warning;

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

On the first warning letter, a student will be interviewed by the Head Teacher. On the second warning letter, the Head Teacher interviews the student and contacts the parents by phone or interview.

**An N determination in a course may place the award of the Higher School Certificate in jeopardy and the individual course will not appear on the students' Record of Achievement.**

See N determination flowchart (Appendix E)

## Disability Provisions for Examinations

NESA may provide disability provisions for students in the School Certificate and Higher School Certificate examinations.

NESA may approve disability provisions if a student has a special need, which would, in a normal examination situation, prevent him from:

- reading and interpreting the examination questions and/or
- communicating his responses.

Principals have the authority to decide on and to implement special provisions for school-based assessments including tests. *ACE Manual 13.1*

Regardless of the nature of the special need, the provisions granted will be solely determined by the implications of that need on the student's functioning in an examination situation. *ACE Manual 13.2*

## Disability Provisions at Ashfield Boys High School

Ashfield Boys High will support students seeking disability provisions for their Higher School Certificate examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident, which affects his/her examination performance and requires Disability Provisions e.g. a physical injury, the Principal may elect to grant Disability Provisions for an individual task. These provisions will be

issued using NESA general guidelines, however, there is no guarantee that NESA will allocate the same provisions.

Ashfield Boys High School will endeavour to provide students with access to Disability Provisions to ensure a fair process for all students. The implementation of Disability Provisions is however restricted by the resources available and remains the decision of the school.

## Student responsibilities

Students must make an appointment with the Learning and Support Teacher (LAST) or school counsellor to formalise an application for disability examination provisions. Application forms are available from the LAST team.

Students who have been awarded disability provisions are to check with their class teacher, the arrangements for these provisions for the upcoming task.

## Accelerants and Accumulants

### Accumulants

In cases of demonstrated need, students may accumulate HSC courses towards the Higher School Certificate over up to five years. The five-year period will commence in the first year the student satisfactorily completes an HSC course.

In the case of an accumulant who is repeating a subject where a major work or project is required, the major work or project submitted and marked in a previous year cannot be resubmitted without the special permission of NESA.

### Accelerant Students

In exceptional circumstances, students may accelerate into Year 11 and/or HSC board developed courses in advance of their usual cohort or in less than the NESA stated indicative times. Decisions about the acceleration of Higher School Certificate students will be made by the Principal in accordance with the principles contained in the NESA Guidelines for Accelerated Progression.

Accelerants should complete all assessment tasks that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks.

Assessment tasks for accelerants, where possible, should be either delivered at the same time or in a manner that prevents students being able to communicate the task to each other or put one group at a significant advantage over the other.

## Students transferring to the school

For students who commence study at Ashfield Boys High between the commencement of the assessment period and the final date of Higher

School Certificate entry, the Principal may request information from the previous school. However, this information will only be used as a guide and will not form part of the assessment mark. This means that the student's Rank Order for each course will be determined on the basis of tasks which have been completed from the time of arrival of the student at the school. Performance in assessment tasks following arrival at the school and teacher professional judgement will be used to determine the final mark for the course.

### **Senior Study Centre**

Ashfield Boys High School values the importance of good study habits in the achievement of potential. The Senior Study Centre is fully staffed Monday to Friday and is open Recess and Lunch. The many resources available to senior students include computers, past examination papers, numerous study guides with student samples of Year 11 Course and HSC answers and examiners' comments.

### **Syllabus Requirements:**

Students may access the NESA Webpage:  
<http://www.boardofstudies.nsw.edu.au/>

## The Year 11 Higher School Certificate – Some Key Words

NESA has published a glossary of words that will make the demands of questions explicit. Students will be expected to have a clear understanding of what they are required to do in each question in an assessment task or examination.

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

## **SPECIFIC COURSE ASSESSMENT SCHEDULES**

The Year 11 Course individual assessment programs for each subject which outline:

- The syllabus outcomes
- The components to be assessed
- The weightings of each component
- The types of tasks
- The weighting of individual tasks
- The timing of tasks

### **Ms L Finigan Head Teacher**

#### **English Faculty**

- English Advanced
- English EAL/D
- English Extension 1
- English Standard
- English Studies

### **Mr M Radojevic Head Teacher**

#### **History / PD.H.PE Faculty**

- Ancient History
- Modern History
- PD/Health/PE

### **Ms M Thomas Head Teacher**

#### **Mathematics/Computing Faculty**

- Mathematics Advanced
- Mathematics Extension 1
- Mathematics Standard
- Software Design & Development

### **Mr C Zaczek Head Teacher**

#### **Social Sciences Faculty**

- Business Studies
- Economics
- Legal Studies

### **Ms A Arya**

#### **Teaching and Learning**

Chinese & Literature

### **Ms D Scandurra Head Teacher**

#### **Science Faculty**

- Biology
- Chemistry
- Investigating Science
- Physics

### **Ms T Small Head Teacher**

#### **Creative & Performing Arts Faculty**

- Music 1
- Visual Art

### **Mr L Alevizos Head Teacher**

#### **TAS Faculty**

- Engineering Studies
- Food Technology
- Industrial Technology (Furniture & Timber Products)

### **VET**

- Hospitality (Kitchen Operations) (VET)

### **Ms J Skelton**

#### **Head Teacher Administration**

**Students should address any questions or concerns**

**regarding a subject to the relevant Head teacher**

<b>Ancient History</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	<b>Source analysis</b> Investigating Ancient History	<b>Research and essay</b> Historical Investigation	<b>Final Examination</b>	
<b>Syllabus Outcomes</b>	<b>Outcomes assessed</b> AH11-6 AH11-7 AH11-9 AH11-10	<b>Outcomes assessed</b> AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	<b>Outcomes assessed</b> AH11-1 AH11-2 AH11-6 AH11-7 AH11-9	<b>Weighting (Total)</b>
<b>Component</b>				
Knowledge and understanding of course content	20		20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	<b>20</b>
Historical inquiry and research	10	10		<b>20</b>
Communication of historical understanding in appropriate forms	5	5	10	<b>20</b>
<b>Total %</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>100</b>

<b>Biology</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 9	Term 3 Week 1	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	Practical Assessment Factors affecting Enzyme Activity	Depth Study Presentation	Final Examination	
<b>Syllabus Outcomes</b>	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-8 BIO11-9	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11/12-8 BIO11/12-9 BIO11/12-10 BIO11/12-11	BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	Weighting <b>(Total)</b>
<b>Component</b>				
Knowledge and understanding	10	10	20	<b>40%</b>
Skills in working Scientifically	20	20	20	<b>60%</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

<b>Business Studies</b>		<b>Year 11 Course 2019</b>		
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 8	Term 2 Week 5	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	Research and Report	Case Study Report	Final Examination	
<b>Syllabus Outcomes</b>	P1, P7, P8, P9	P2, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P8, P9, P10	<b>Weighting (Total)</b>
<b>Component</b>				
Knowledge and understanding of course content		10	30	<b>40</b>
Stimulus-based Skills		10	10	<b>20</b>
Inquiry and Research	20			<b>20</b>
Communication	10	10		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

<b>Chemistry</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 6	Term 2 Week 7	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	Depth Study Presentation	Practical Assessment	Final Examination	
<b>Syllabus Outcomes</b>	CHE11/12-1, CHE11/12-3, CHE11/12-5, CHE11/12-7, CHE11-8	CHE11/12-2, CHE11/12-3, CHE11/12-4, CHE11/12-5, CHE11/12-7, CHE11/12-10	CHE11/12-4, CHE11/12-5, CHE11/12-6, CHE11/12-7, CHE11-8, CHE11-9, CHE11-10, CHE11-11	Weighting <b>(Total)</b>
<b>Component</b>				
Knowledge and understanding	10	10	20	<b>40</b>
Skills in working scientifically	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

<b>Chinese and Literature</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 8	Term 2 Week 8	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	<b>Theme 1</b> The individual and the community  <b>Theme 2</b> Youth Culture	<b>Theme 3</b> Perspectives on Identity	<b>Theme 4</b> Global Issues Final Examination	
<b>Syllabus Outcomes</b>	1.1,1.2,1.3,2.1,2.4,3.1, 3.2,3.4, 4.1	2.2,2.3,3.5,3.6,3.7, 3.8,4.2	1.1,1.2,2.2,2.4,3.4,3.5, 3.8,4.3	<b>Weighting (Total)</b>
<b>Component</b>				
Listening	10	10		20
Reading	10	10	20	40
Speaking	10			10
Writing		10	20	30
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

<b>Economics</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 8	Term 2 Week 9	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	Research Task and Presentation: Introduction to Economics	Research based in class extended response: Labour Markets	Final Examination	
<b>Syllabus Outcomes</b>	P1, P4, P9, P10, P12	P1, P2, P3, P7, P8, P10, P11, P12	P1, P2, P3, P4, P5, P6, P7, P8, P10, P11	<b>Weighting (Total)</b>
<b>Component</b>				
Knowledge and understanding of course content	10	5	25	<b>40</b>
Stimulated-based Skills		10	10	<b>20</b>
Inquiry and Research	10	10		<b>20</b>
Communication of Economic information, ideas and issues in appropriate forms	10	5	5	<b>20</b>
Total %	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

<b>Engineering Studies</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 9	Term 3 Week 5	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	Engineering Report & Presentation	Research Task & Engineering Model Building Task	Final Examination	
<b>Syllabus Outcomes</b>	P1.2, P2.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	P1.2, P2.1, P3.2, P4.1, P4.2 P4.3, P5.1, P5.2	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3, P6.1, P6.2	<b>Weighting (Total)</b>
<b>Component</b>				
Knowledge and understanding of engineering principles and developments	10	20	20	50
Skills in research, problem solving and communication related to engineering	10	10	10	30
Understanding of the scope and role of engineering including management and problem solving	0	10	10	20
<b>Total %</b>	20	40	40	100

<b>English Advanced</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	Writing Portfolio with reflection Reading to Write	Interactive ICT presentation (multimodal presentation) Narratives that Shape Our World	Final Examination	
<b>Syllabus Outcomes</b>	EN11-3, EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	<b>Weighting (Total)</b>
<b>Component</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>

<b>English EAL/D</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	<b>Language, Texts and Context – Reading and Writing task</b> Language, Texts and Context	<b>Multimodal presentation (including listening)</b> Texts and Society	Final Examination	
<b>Syllabus Outcomes</b>	EAL11-1A, EAL11-3, EAL11-6, EAL11-7, EAL11-8	EAL11-1A, EAL11-2, EAL11-5, EAL11-6, EAL11-8	EAL11-1B, EAL11-3, EAL11-4, EAL11-5, EAL11-7	<b>Weighting (Total)</b>
<b>Component</b>				
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

<b>English Extension 1</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 11	Term 2 Weeks 9–10	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	Writing Portfolio	Multimodal TED Talk	Final Examination	
<b>Syllabus Outcomes</b>	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE-4, EE11- 5	Weighting <b>(Total)</b>
<b>Component</b>				
Knowledge and Understanding of texts and why they are valued	15	20	15	<b>50</b>
Skills in complex analysis composition and investigation	15	20	15	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

<b>English Standard</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	Writing Portfolio with reflection Reading to Write	Interactive ICT presentation (multimodal presentation) Contemporary Possibilities	Final Examination	
<b>Syllabus Outcomes</b>	EN11-3, EN11-4, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	<b>Weighting (Total)</b>
<b>Component</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>

<b>English Studies</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 8	Term 2 Week 6	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	<b>Portfolio</b> Mandatory Module: Achieving through English	<b>Multimodal presentation</b> Elective Module: On the Road	<b>Collection of classwork</b> All modules and Final Examination	
<b>Syllabus Outcomes</b>	ES11-1, ES11-4, ES11-5 ES11-6	ES11-2, ES11-3, ES11-6, ES11-7, ES11-8	ES11-1, ES11-4, ES11-5, ES11-7, ES11-9	<b>Weighting (Total)</b>
<b>Component</b>				
Knowledge and understanding of course content	15	15	20	<b>50</b>
Skills in: <ul style="list-style-type: none"> <li>• comprehending texts</li> <li>• communicating ideas</li> <li>• using language accurately, appropriately and effectively</li> </ul>	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

<b>Food Technology</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 2 Week 4	Term 3, Week 2	Term 3, Weeks 9-10	
<b>Assessment Categories</b>	Food Quality Experiment and Preparation	Nutritional Investigation	Yearly Examination	
<b>Syllabus Outcomes</b>	P2.2, P3.2, P4.1, P4.2, P4.4, P5.1	P2.1, P3.1, P3.2, P4.1, P4.3, P5.1	P1.1, P1.2, P2.2, P4.4, P5.1	
<b>Component</b>				
Knowledge and understanding of course content		10	30	<b>40</b>
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	20	10		<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Education

**ULTIMO 90072**  
**HOSPITALITY- KITCHEN OPERATIONS ASSESSMENT SCHEDULE**  
**Preliminary Year 2019 - HSC 2020**  
**QUALIFICATION: SIT20416 Certificate II in Kitchen Operations**  
**Training Package: SIT Tourism, Travel and Hospitality V1.1**

NESA course code  
2 U X 2 YR  
26511  
LMBR code  
11SIT20416126511B

TERM	Unit Code	Units Of Competency	AOF CORE/ ELECTIVE	HSC STATUS	HSC INDICATIVE Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	<b>9 PRELIMINARY UOCs</b>					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>	240 Indicative Hours over 2 years
Term 2 & 3	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 10	<b>Cluster A: Getting Ready for Work</b> Written task/scenario, case study & observation of practical work	35hrs Work placement  30% Prelim Yearly Exam
Term 3	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	S E E	15 20 15	<b>Cluster B: Introduction to the Commercial Kitchen</b> Scenario, Written task, Observation of practical work	
Terms 4 - 6	SITHKOP001 SITHCCC001 SITXINV002	Clean kitchen premises and equipment Use food preparation equipment Maintain the quality of perishable items	C C C	S S E	10 20 5	<b>Cluster C: Prepare and Cook Food Safely</b> Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	35hrs Work placement  70% Trial HSC Exam  The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
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: Written task</b> Written task and reflection	
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.	

<b>Industrial Technology (Furniture &amp; Timber Products)</b>		<b>Preliminary Course 2019</b>		
	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term1 2019 Week 8	Term 2 Week 5	Term 3 Week 10	
	Assignment Industry Study	Project	Final Course Exam	
<b>Outcomes to be Assessed</b>				
	P1.2, P3.1, P5.1, P7.2	P1.1, P1.2, P2.1, P4.3, P6.1, P6.2, P7.1	P1.1, P1.2, P2.1, P4.3, P6.1,P 6.2, P7.1	Weighting
<b>Components</b>				
Industry Study	20	10	10	40
Design, Planning and Management		10	10	20
Workplace Communication		10	10	20
Industry Specific Content		10	10	20
Total %	20	40	40	100

<b>Investigating Science</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	<b>Practical Investigation</b> Modules 1	<b>Depth Study</b> Research and Presentation  Modules 2 and 3	<b>Final Examination</b> Modules 1–4	
<b>Syllabus Outcomes</b>	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-7 INS11-8	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-9 INS11-10	INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11	Weighting (Total)
<b>Component</b>				
Skills in Working Scientifically	20	20	20	<b>60</b>
Knowledge and Understanding	10	20	10	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

<b>Legal Studies</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	The Legal System: Annotated Media File and Report	Individual and the Law: Research and Written Presentation	Final Examination	
<b>Syllabus Outcomes</b>	P1, P2, P3, P4, P6, P8	P1, P4, P6, P8, P9	P1, P2, P3, P4, P5, P6, P7, P9, P10	<b>Weighting (Total)</b>
<b>Component</b>				
Knowledge and understanding of course content	10	10	40	<b>60</b>
Research	10	10		<b>20</b>
Communication	10	10		<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

<b>Mathematics Advanced</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	<b>In-class test</b> Topics: Algebraic techniques and Introduction to functions, Linear, quadratic and cubic functions and Further functions and relations  F1.1, F1.2, F1.3, F1.4	<b>Assignment/Investigation</b> Topic:  Calculus C1.1, C1.2	<b>Final Examination</b> All Year 11 Topics  F1, T1, T2, C1, E1, S1	
<b>Syllabus Outcomes</b>	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-5, MA11-8, MA11-9	MA11-1 to MA11-9	<b>Weighting (Total)</b>
<b>Component</b>				
Understanding, Fluency and Communicating	20	10	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>25</b>	<b>40</b>	<b>100</b>

<b>Mathematics Extension 1</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 9	Term 2 Week 4	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	<b>Assignment/ Investigation</b> Topics: Inverse Functions F1.3 Parametric form of a function or relation F1.4	<b>In-class test</b> Topics: Remainder and factor theorems F2.1 Sums and products of roots of polynomials F2.2	<b>Final Examination</b> All Year 11 Topics  F1, F2, T1, T2, C1, A1	
<b>Syllabus Outcomes</b>	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1 to ME11- 7	<b>Weighting (Total)</b>
<b>Component</b>				
Understanding, Fluency and Communicating	10	20	20	<b>50</b>
Problem Solving, Reasoning and Justification	20	10	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

<b>Mathematics Standard</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 8	Term 2 Week 7	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	<b>In-class open book test</b>  Topics F1.2, A1, M1.3	<b>Assignment/ Investigation</b>  Topics M1.1, M1.2	<b>Final Examination</b>  Topics F1.1, F1.2, S1, S2, M1, M2, A1, A2	
<b>Syllabus Outcomes</b>	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	<b>Weighting (Total)</b>
<b>Component</b>				
Understanding, Fluency and Communicating	15	15	20	<b>50</b>
Problem Solving, Reasoning and Justification	15	15	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

<b>Modern History</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 8/9	
<b>Assessment Categories</b>	Case Study	Historical Investigation	Yearly Examination	
<b>Syllabus Outcomes</b>	<b>Outcomes assessed</b> MH11-2 MH11-3 MH11-5 MH11-9	<b>Outcomes assessed</b> MH11-2 MH11-4 MH11-6 MH11-8 MH11-9	<b>Outcomes assessed</b> MH11-1 MH11-3 MH11-5 MH11-7 MH11-9 MH11-10	<b>Weighting (Total)</b>
<b>Component</b>				
Knowledge and understanding of course content	20		20	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	<b>20</b>
Historical inquiry and research		15	5	<b>20</b>
Communication of historical understanding in appropriate forms	5	10	5	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

<b>Music 1</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 7	Term 2 Week 8	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	<b>Composition and Performance</b> Topic One: An arrangement of an existing piece, relevant to topic studied, to be performed as a soloist or as an ensemble	<b>Performance and Viva Voce</b> Topic Two: solo or ensemble performance and viva voce, including detailed analysis of the piece within the focus area of the chosen topic and reference to the use of the musical concepts	<b>Composition Portfolio and Musicology Research</b> Topic Three: Composition Portfolio, including analysis of one influential musical excerpt and the development of personal ideas and techniques relevant to the chosen topic	
<b>Syllabus Outcomes</b>	P1, P3	P1, P4, P5, P6	P2, P3, P4, P5, P6	<b>Weighting (Total)</b>
<b>Component</b>				
Performance	10	15		<b>25</b>
Composition	10		15	<b>25</b>
Musicology		10	15	<b>25</b>
Aural		10	15	<b>25</b>
<b>Total %</b>	<b>20</b>	<b>35</b>	<b>45</b>	<b>100</b>

<b>Personal Development, Health and Physical Education</b>				<b>Year 11 Course 2019</b>
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 7	Term 2 Week 3	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	Movement Analysis Core 2: The Body in Motion	Scenarios Core 2: The Body in Motion Option 1: First Aid	Yearly Examination Core 1: Better Health for Individuals Core 2: The Body in Motion Option 1: First Aid Option 2: Fitness Choices	
<b>Syllabus Outcomes</b>	P7, P8, P17	P6 - P10, P15 - P17	P1 - P12, P15 - P17	<b>Weighting (Total)</b>
<b>Component</b>				
Knowledge and understanding of course content	15	10	15	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

<b>Physics</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 2 Week 2	Term 2 Week 9	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	Practical Assessment  Dynamics	Depth Study  Waves and Thermodynamics	Yearly Examination	
<b>Syllabus Outcomes</b>	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-7, PH11-9	PH11/12-1, PH11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH 11-10	PH11/12-1, PH11/12-4, PH11/12-5, PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	<b>Weighting (Total)</b>
<b>Component</b>				
Knowledge and Understanding	10	10	20	<b>40</b>
Skills in Working Scientifically	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

Software Design and Development		Year 11 Course 2019		
Task Schedule	Task 1	Task 2	Task 3	
	Term 1 Week 9	Term 2 Week 9	Term 3 Weeks 9/10	
Assessment Categories	Individual Task	Group Project	Final Examination	
Syllabus Outcomes	P1.3, P3.1, P4.1, P5.2	P1.2, P4.2, P5.1, P5.2, P6.2, P6.3	P1.1, P2.1, P2.2, P4.3, P5.2, P6.1	Weighting (Total)
Component				
Knowledge and understanding of course content	10	10	30	50
Knowledge and skills in the design and development of software solutions	10	30	10	50
Total %	20	40	40	100

<b>Visual Art</b>		<b>Year 11 Course 2019</b>		
<b>Task Schedule</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	Term 1 Week 10	Term 3 Week 7	Term 3 Weeks 9/10	
<b>Assessment Categories</b>	<b>Exploring Representation</b> Submitted Artworks exploring historical and contemporary representations of the body. VAPD including research images and written demonstration of understanding change in conventions of portraiture	<b>Developing Contemporary Practice</b> Submission of documented forms with visual development of ideas, presented as a VAPD and portfolio. This includes research based practice.	<b>Final Examination Art History and Criticism</b>	
<b>Syllabus Outcomes</b>	P1, P2, P3, P4, P7, P10	P1, P2, P3, P4, P5 P6	P7 – P10	<b>Weighting (Total)</b>
<b>Component</b>				
Artmaking	20	30		<b>50</b>
Art Critical/Historical	10		40	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



Ashfield Boys High School

APPENDIX A

**STAGE 6 ASSESSMENT TASK ILLNESS / MISADVENTURE FORM**

*Submit this proforma to the HEAD TEACHER on the DAY YOU RETURN TO SCHOOL*

Name of Candidate: William Li

Today's Date: 19/03/2016

Subject: English

Course: Standard

TASK: Task 2: Case Study of a text

WEIGHTING 10% DUE DATE: 18/03/2016

Reasons for missing the task: Illness – broke wrist and had to go to hospital for treatment

(Give details which support your case to present the task at a later date or sit for a substitute task)

Medical Certificate MUST be attached to the back of this form if your reason is **ILLNESS** Medical Certificate is attached: YES / NO

A STATEMENT from a parent/Guardian or witness may be attached if you feel it will support your application

If you were sick DURING an exam, was the teacher aware before the exam began? YES / NO

Candidate Signature: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Classroom Teacher /Exam Supervisor comment: \_\_\_\_\_

Work Submitted 18/03/2016

Signature: \_\_\_\_\_ Date: 18/03/2016

A new form is required for each missed task

Head Teacher comment and decision: (indicate if this application needs to go to the School Appeals Committee: YES / NO

**Student to hand in assessment task – handed in 18/03/2016**

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

APPEALS COMMITTEE: DECISION \_\_\_\_\_

Deputy Principal in Charge of Year 11/12: .....

Principal: .....



**Ashfield Boys High School**  
**STAGE 6 ASSESSMENT TASK ILLNESS / MISADVENTURE FORM**  
Submit this proforma to the **HEAD TEACHER** on the **DAY YOU RETURN TO SCHOOL**

APPENDIX A

Name of Candidate: \_\_\_\_\_

Today's Date: \_\_\_\_\_

Subject: \_\_\_\_\_

Course: \_\_\_\_\_

TASK: \_\_\_\_\_

WEIGHTING \_\_\_\_\_ DUE DATE: \_\_\_\_\_

Reasons for missing the task: \_\_\_\_\_

(Give details which support your case to present the task at a later date or sit for a substitute task)

Medical Certificate **MUST** be attached to the back of this form if your reason is **ILLNESS** Medical Certificate is attached: YES / NO

A new form is required for  
each missed task

A STATEMENT from a parent/Guardian or witness may be attached if you feel it will support your application

If you were sick DURING an exam, was the teacher aware before the exam began? YES / NO

Candidate Signature: \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_

Classroom Teacher /Exam Supervisor comment: \_\_\_\_\_

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

Head Teacher comment and decision: (indicate if this application needs to go to the School Appeals Committee: YES / NO)

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

APPEALS COMMITTEE: DECISION \_\_\_\_\_

Deputy Principal in Charge of Year 11/12: \_\_\_\_\_

Principal: \_\_\_\_\_



# Ashfield Boys High School

## OVERSEAS OR INTERSTATE TRIPS

### VARIATION TO STUDIES

#### APPENDIX B

In addition to this form, students are to complete an application for exemption from school form (see front office)

NAME: .....

YEAR: .....

DESTINATION: .....

APPROVED: YES / NO

DATE OF DEPARTURE: .....

DATE OF RETURN: .....

Subject	Course	Work/Assessment Tasks that will be missed

**HEAD TEACHER'S COMMENT:** The consequences of missing the above work will be: \_\_\_\_\_

Signature of Parent/Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Year Adviser's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Deputy/Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**ASHFIELD BOYS HIGH SCHOOL**  
**YEAR 11 COURSE ASSESSMENT APPEALS COMMITTEE**

APPENDIX C

Date: .....

Name of Student: .....

Course: .....

Task: .....

Weighting: .....

Reason for Appeal: .....

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

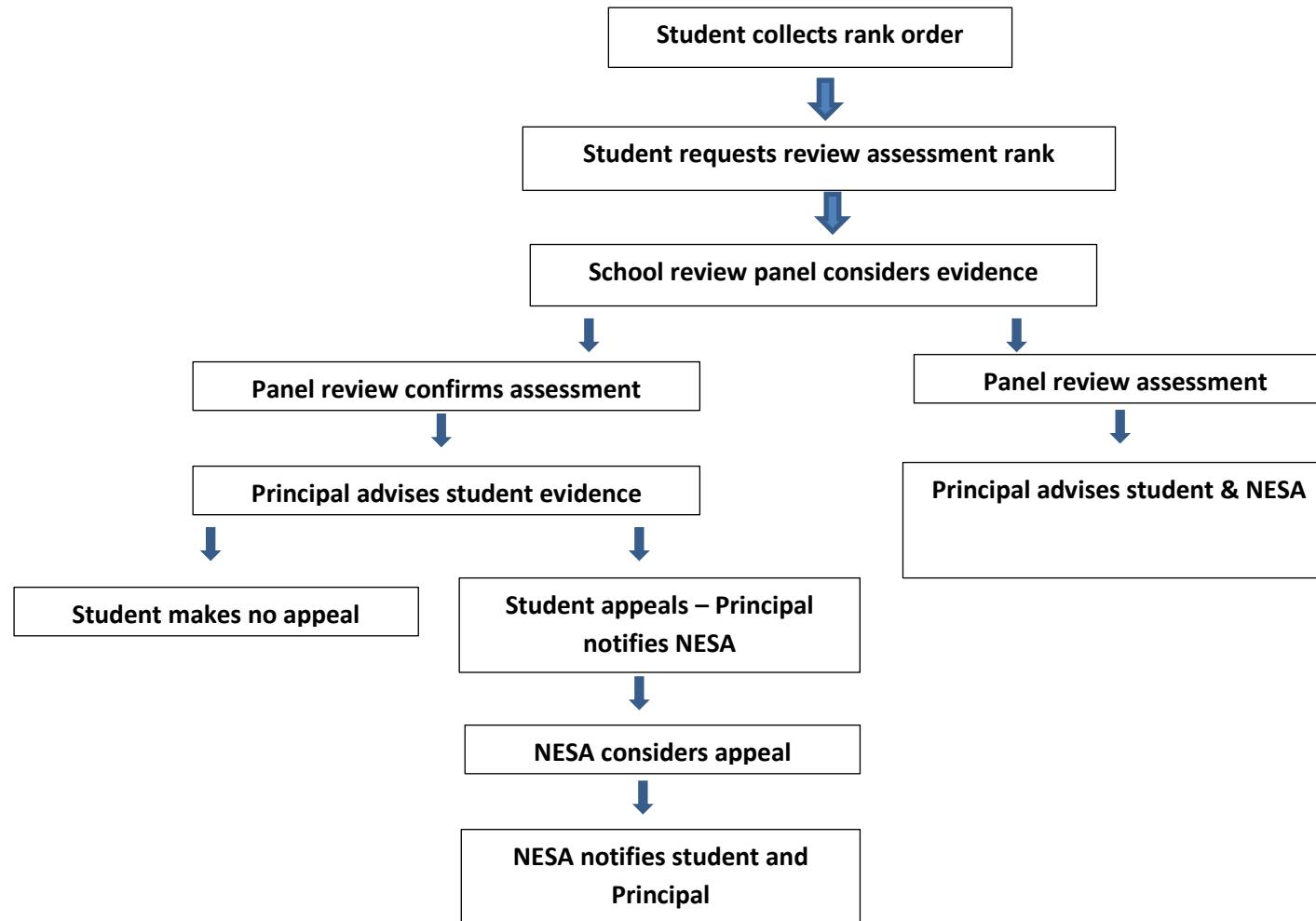
Decision by Appeals Committee

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

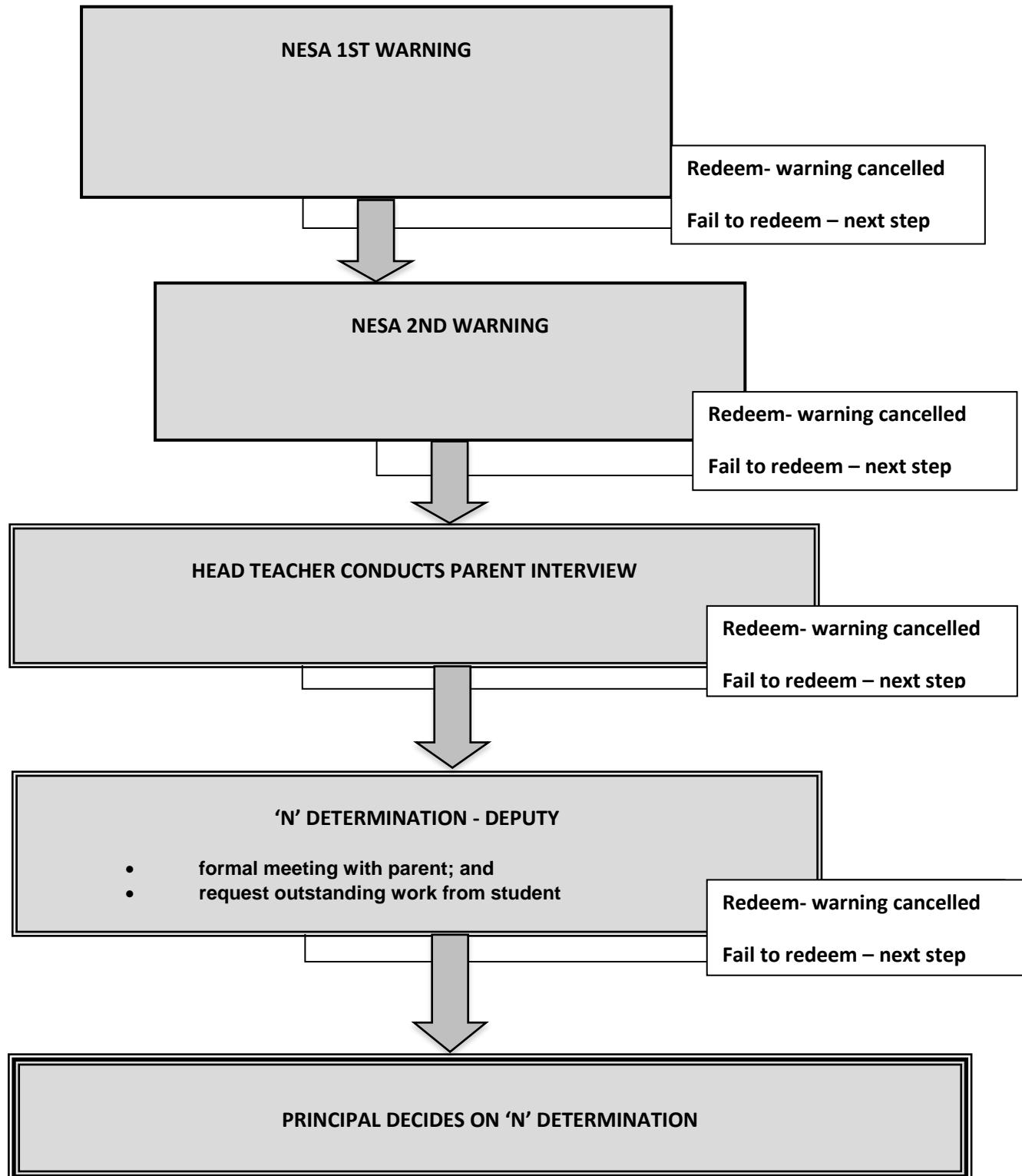
Signatures: Year 11 Course Appeals Committee

  
.....

..... Date.....



## YEAR 10/11/12 NESA ‘N’ DETERMINATION



## YEAR 11 ASSESSMENT SCHEDULE SUMMARY 2019

Week	TERM 1 2019	TERM 2 2019	TERM 3 2019
1	• Hospitality	• Hospitality	• Biology • Hospitality
2		• Physics	• Food Technology
3		• PD/H/PE	
4		• Food Technology • Mathematics Extension 1	
5		• Business Studies • Industrial Technology (Furniture & Timber Products)	• Engineering Studies
6	• Chemistry	• English Studies	
7	• Mathematics Advanced • Modern History • Music 1 • PD/H/PE	• Ancient History • Chemistry • Investigation Science • Mathematics Advanced • Mathematics Standard • Modern History	• Visual Art

<b>Week</b>	<b>TERM 1 2019</b>	<b>TERM 2 2019</b>	<b>TERM 3 2019</b>
8	<ul style="list-style-type: none"> <li>• Ancient History</li> <li>• Business Studies</li> <li>• Chinese &amp; Literature</li> <li>• Economics</li> <li>• English Studies</li> <li>• Industrial Technology (Furniture &amp; Timber Products)</li> <li>• Investigating Science</li> <li>• Mathematics Standard</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese &amp; Literature</li> <li>• Music 1</li> </ul>	
9	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Engineering Studies</li> <li>• English Advanced</li> <li>• English EAL/D</li> <li>• English Standard</li> <li>• Mathematics Extension 1</li> <li>• Software Design &amp; Dev.</li> </ul>	<ul style="list-style-type: none"> <li>• Economics</li> <li>• English Advanced</li> <li>• English EAL/D</li> <li>• English Extension 1</li> <li>• English Standard</li> <li>• Legal Studies</li> <li>• Physics</li> <li>• Software Design &amp; Dev.</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly Exams</li> <li>• Chinese &amp; Literature</li> <li>• English Studies</li> <li>• Music 1</li> </ul>
10	<ul style="list-style-type: none"> <li>• Legal Studies</li> <li>• Visual Art</li> </ul>	<ul style="list-style-type: none"> <li>• English Extension 1</li> </ul>	<ul style="list-style-type: none"> <li>• Yearly Exams</li> <li>• Chinese &amp; Literature</li> <li>• English Studies</li> <li>• Music 1</li> </ul>
11	<ul style="list-style-type: none"> <li>• English Extension 1</li> </ul>		

- Students should check individual Course Assessment Schedules for details and nature of tasks.
- This is subject to change – students will be issued with a notification of assessment prior to assessment tasks.
- Ongoing tasks, including major projects are not listed in this schedule (this includes externally assessed tasks)



