

WADALBA
COMMUNITY SCHOOL

PROGRESS WITH PRIDE

2024 YEAR 11 ASSESSMENT SCHEDULE



UNLOCKING THE BRILLIANCE IN EACH OF US

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The information contained in this booklet is provided as an outline for students, parents and teachers. Students will be given more specific information regarding the assessment procedures in each course from their class teachers. General information and assistance with the school's assessment program can be obtained from the Deputy Principal.

The information presented in this booklet is accurate as at November 2023

YEAR 11 ASSESSMENT POLICY SUMMARY SHEET

Introduction to Assessment in the Year 11 Course

This booklet provides an outline of the school-based assessment program for the Year 11 Courses offered in 2024. Students and parents should ensure that they understand the procedures, programs and implications of the materials presented.

The NSW Education Standards Authority (NESA) and the school place lot of emphasis on the school-based programs. Students should endeavour to do their best in all assessment tasks.

Eligibility for the Year 11 Course Record of Achievement

To be eligible for the award of Year 11 Certificate, students must:

- Have satisfactorily completed courses which comprise the pattern of study required by the NSW Education Standards Authority (NESA)
- Sit for and make a serious attempt at Examinations.
- Make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks in each of the courses undertaken.

Satisfactory Completion of a Course

A student will 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 the NSW Education Standards Authority (NESA).
- Applied themselves with diligence and sustained effort to ALL of the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes.

In addition to the formal assessment program, students must also sit for and make a serious attempt at **ALL examinations** and complete all of the set work and homework given by teachers.

"N-AWARDS" – NON-COMPLETION OF A COURSE

If a student is at risk of not meeting the requirements and/or of not satisfactorily completing a course, a warning will be given to indicate that the student may be in danger of 'non-completion' of a course/s. If it is deemed that a student has not successfully met course requirements, this is called an 'N-Award' and the student will not receive an award in that course/s and may not be awarded the Preliminary Record of Achievement.

The School will:

- a) Advise the student in writing (with the letter registered in the School's mail system) in time for the problem to be corrected and for the student to be able to redeem themselves.
- b) Advise the parent or guardian in writing if the student is under 18 (this will usually be in the same letter as set out in (a)).
- c) Request from the student/parent a written acknowledgment of receipt of the warning letter.

The School views this component very seriously. Students who are not making a serious attempt at their courses will be interviewed by Head Teachers and/or the Deputy Principal to make them aware of the requirements and consequences.

SCHOOL ASSESSMENT PROCEDURES

Assessments measure student achievement over a wider range of each course other than the areas that can be tested in an examination. Students are evaluated throughout the course rather than just at the end of the course. Assessments are designed to measure performance in the whole course, but they do not take into account interest, attitudes or conduct. School-based assessments, tasks such as tests, written assignments, practical activities, fieldwork and projects, for most HSC courses, will contribute to 50% of your final HSC marks.

Student's Responsibilities

This involves the following responsibilities:

- Meeting all course and school requirements including attendance at classes.
- Applying themselves with diligence and sustained effort to the set work and experiences provided in each course.
- Being aware of and following assessment requirements and procedures.
- Making a serious attempt in all assessment tasks. Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N determination' for the course.

For all assessment tasks and examinations, the following will be treated as a non-serious attempt and a zero mark awarded:

- Answering only the multiple choice questions and/or true/false and or matching etc.
- Presenting some or all of the responses so that they appear not to be genuine attempts to really answer the question/s asked or leaving a number of blanks.
- Bringing unauthorised notes into the assessment or examination.
- Accessing and/or copying information from an electronic device.
- Purchasing and modifying a commercial product and submitting this as their own project.
- Using online translation tools.
- Tasks will have to be redone in order to meet course outcome requirements but the zero mark will remain.
- Personal honesty – work submitted must be the student's own work, and sources which have been consulted or quoted must be acknowledged.
- Understanding malpractice.
- Submitting all tasks on or before the due date.
- Being present for all 'in-class' tasks and examinations.

The School's Responsibilities

The NSW Education Standard Authority (NESA's) syllabus packages, including assessment and reporting documents, indicate the mandatory components for HSC assessment and the weightings to be attached to those components. Each school will determine:

- a) The practical and written tasks, such as tests, assignments or projects, on which their assessments are to be based.
- b) The weightings to be allocated to each task, except when these are specified in the syllabus package.

Schools are required to develop an assessment program for each of their courses. This involves the following responsibilities:

- a) Number of tasks - Identifying the number of tasks that will be used to measure students' achievement in each syllabus component.
- b) Weightings - Allocating weightings to each of the tasks in accordance with the components and weightings in the Assessment and Reporting document for the course.
- c) Scheduling tasks - Scheduling the assessment tasks for the HSC courses.
- d) Written advice to students - Providing students with written advice at least two weeks in advance about the school's requirements for assessment in each course. This advice may be found within the course booklet and/or task notification. The advice given to students must include:
 - The components and their weightings as specified in the assessment and examination materials on NESA's website.
 - The general nature of each assessment task.
 - A schedule of when assessment tasks are planned to take place, including adequate notice of the precise timing of each assessment task.
 - The weight value of each task in relation to the total weighted mark for the course.
 - Details of administrative arrangements associated with each task (eg how the school will deal with absence, late submission of tasks, illness/misadventure immediately before or during the task etc).
 - Details of the school's policy on malpractice in assessment tasks.
 - Details of the procedures to be implemented if tasks produce invalid or unreliable results.
 - Details of the procedures for dealing with student appeals arising from assessment tasks.
- e) Appropriate procedures for marking, recording and reporting students' performance on all assessment tasks
- f) Notifying parents/caregivers in writing of any missed assessment task or non-serious attempt
- g) Issuing standard NESA HSC N Warning letters when performance in a course is in question.

Maintaining records

Schools are required to maintain records of marks awarded for each task identified as part of the assessment program of an HSC course. Schools are not required to retain copies of every student's individual assessments such as test papers, assignments, projects, practical exercises, etc. The teacher must assess the student's actual performance, not potential performance.

Assessment marks must not be modified to take into account possible effects of illness or domestic situations. Schools may offer, however, substitute tasks or, in exceptional circumstances, estimates based on other tasks if students have valid reasons for not completing individual tasks. This must be in accordance with the illness/misadventure provisions published in the school's assessment program. Attendance and application are not to be taken into account in either the final assessment mark or in any individual assessment task. School Principals have the authority to grant disability provisions for assessment tasks.
<http://ace.nesa.nsw.edu.au/ace-8072>

Assessment Schedule Booklet

This assessment booklet provides you with an assessment schedule for each of your subjects. Each assessment schedule lists for each task: the approximate date (Term and Week), type of task, anticipated syllabus components, weightings and outcomes to be assessed, as well as the school assessment weighting. No Variation To Routines will be scheduled 2 weeks immediately preceding the Trial HSC examinations unless Principal approved.

Notification of Assessment Tasks

Students will be notified of the due date and details of an assessment task in writing at least two weeks before the task. The written notification details of each task must include:

- The date and time of when the task will take place or when the task is due.
- Components and their weighting as specified in the course assessment schedule.
- The general nature (mode) of the assessment task.
- The weight value of the task in relation to the total weighted mark for the course as specified in this policy.
- Where appropriate, marking criteria/rubric/information about how the task will be assessed.

After the written notification has been issued, if a change of date for the completion of the task is required there is no need for two weeks' notice provided the task is not being brought forward. If there are any changes of date, students will receive an amended written notification.

Dates for assessment tasks will be submitted to the Deputy Principal responsible for the school calendar who will monitor the schedule of tasks and attempt to ensure that tasks are evenly spread and clashes avoided where ever possible. Students are expected to perform/complete all tasks on the set date and sit for all tests scheduled as part of this assessment program in an ethical and moral manner. In each case when submitting an assessment task, students are required to use the 'Assessment Task Cover Sheet' included in this document.

Students and parents/caregivers should familiarise themselves with the procedures required for applying for Illness or Misadventure as no application will be upheld based on lack of knowledge or understanding of the assessment policy.

Feedback on Draft Submission

Where stipulated on the assessment task notification a draft is submittable for teacher feedback. Drafts can be submitted no later than three school days prior to the submission date. For example, if a task is due on Friday 5th, the last day for draft submission would be the previous Monday 1st. Students are permitted to receive feedback on a maximum of two drafts per assessment task - one form of written feedback and one form of verbal feedback.

Written feedback must come before verbal feedback. Verbal feedback will only be given for amendments made to the original draft.

Absence when a Task is Notified

If students are absent when written notification of an assessment task is issued no automatic extension is granted. However, if a student has been absent, on the day of their return to school they must submit an Assessment Task Appeal Application Form in order for an extension to be considered.

Extensions to Due Dates or Special Consideration

Students must apply to the Deputy Principal using the school's Illness/Misadventure/Extension Form as soon as they are aware of the task. Extensions will only be granted in cases of severe illness on the day of the task or other exceptional circumstances. A medical certificate will be required in cases of illness.

If an extension is not granted, you must submit the task on the due date. Unless prior application for an extension has been approved by the Deputy Principal, the late submission of a task will result in ZERO marks being awarded for that task.

Prior Knowledge of Absence

Where a student knows in advance that they will be absent on the day of an assessment task, including Principal approved school activity or leave, the student must:

- Notify the Classroom Teacher
- Submit an Assessment Task Appeal Application
- Complete the work as specified by the Assessment Task Appeal Application.

Students who fail to complete the task before the due date and do not make arrangements for its completion on the specified date MUST complete an Assessment Task Appeal Application.

The school will always endeavour to minimise clashes with assessment task and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

Absence Due to Illness or Misadventure

Please note the following:

Illness or injury – refers to illness or physical injuries suffered directly by the student which allegedly affected their performance in the assessment task (e.g. influenza, an asthma attack, a cut hand).

Misadventure – refers to any other event beyond the student's control which allegedly has affected their performance in the assessment task (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

For all illness or injury or misadventure, the Deputy Principal will verify the circumstances.

It is the student's responsibility to perform/submit all tasks which are part of the assessment program. Assessment tasks must be submitted by the due date or performed at the specified time. Should a task be submitted or performed late, without first gaining an extension from the Deputy Principal, then a mark of ZERO will be awarded. If an extension has been granted there is no mark penalty.

Absence from school on the due date for the submission of an assessment task, or on the day of an assessment task, will not be regarded as satisfactory grounds for the granting of an extension of time.

Students are required to submit an Illness/Misadventure/Extension Form if they:

- Are absent on the due date for the submission of an assessment task or are absent on the day of the assessment task.
- Believe that exceptional circumstances leading up to the task, on the day of the task, or during the task could adversely affect their performance in that task.
- Feel that an issue has arisen during a task which may have had an impact on their performance.

Absence on the day an assessment task is to be submitted

A student who is absent from school for a valid reason on the day an assessment task is due to be handed in, has the responsibility to ensure that the completed task is submitted to the Front Office before 8:20am on the due date, or carry out the following procedures:

- a) Notify the Front Office by telephone before 8:20am on the day that the assessment task is due.

AND

- b) Before 8:20am on the day of their return to school (the first school day the student is not covered by a medical certificate), see the Classroom Teacher or Faculty Head Teacher to submit an Illness/Misadventure/Extension Form and submit the task, or a mark of ZERO will be awarded. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from submitting the task on time. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate for the relevant time period. MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACKDATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.

Absence on the day an assessment task is to be conducted (exam, practical task, oral, test)

Students who are absent from school for a valid reason on the day of an assessment task MUST:

- a) Notify the Front Office by telephone by 8:20am on the day of the assessment task and give an anticipated date for their return to school.
- b) Before 8:20am on the day of their return to school (the first day the student is not covered by a medical certificate), see the Classroom Teacher to submit an Illness/Misadventure/Extension Form. The student must provide independent evidence of the facts, detailing why the circumstances prevented them from attempting the task. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness must provide an original medical certificate for the relevant time period. MEDICAL CERTIFICATES OBTAINED AFTER THE EVENT WILL NOT BE ACCEPTED. BACKDATED MEDICAL CERTIFICATES WILL NOT BE ACCEPTED.
- c) Be prepared to sit for the task, or if deemed appropriate, a substitute task, on the day of their return to school (the first school day the student is not covered by a medical certificate).

Where appropriate, the Deputy Principal may authorise the task, or a substitute task, to be given as soon as practicable after the student's return.

Misadventure

If a student completes an assessment task but believes that short term exceptional circumstances leading up to the task, or exceptional circumstances on the day of the task, adversely affected their performance, the student MUST:

- a) Submit an Illness/Misadventure/Extension Form and to provide an explanation as to why they feel their performance in the assessment task has been adversely affected. The student must outline to the Deputy Principal an appropriate time-frame to complete the Illness/Misadventure/Extension Form, with the necessary independent evidence of the facts, detailing why the circumstances adversely affected their performance. Details can be supplied on a confidential basis where necessary. Students who appeal on the grounds of illness MUST obtain a medical certificate for the relevant time period.
- b) Return the completed Illness/Misadventure/Extension Form to the Deputy Principal, with the independent evidence, as per the time-frame agreed upon.

If the assessment task appeal is not upheld, then the student will receive the mark they actually gained on the task.

If the assessment task appeal is upheld, then the student will receive either the mark actually gained on the task or an estimated mark (based on comparable assessment tasks), whichever is the higher. Note: appeals initiated after assessment task results have been issued will NOT be considered in any circumstances.

Limitations on Assessment Appeal Applications

You cannot submit an Illness/Misadventure/Extension Form on the basis of:

- Difficulties in preparation or loss of preparation time; for example as a result of an earlier illness.
- Loss of study time or facilities during Year 12.
- Long-term illnesses such as glandular fever, unless you suffer a flare-up of the condition during an examination.
- The same grounds for which you received disability provisions, unless you experience additional difficulties during an examination.
- Misreading examination timetables or instructions.
- Other commitments, such as participation in external programs, work or sporting events, or attendance at examinations conducted by other education organisations (unless leave has been approved by the Principal).

Late Submission of Tasks

All tasks are to be submitted by the designated time on the due date. All tasks submitted after this time will be deemed to be LATE unless there are exceptional circumstances. Tasks must be submitted in accordance with the instructions from the relevant faculty. All faculties must maintain a record of tasks submitted. Unless the Illness/Misadventure/Extension Form is approved the student will receive a ZERO mark for that task.

Granting of an Illness/Misadventure/Extension Appeal

If an Illness/Misadventure/Extension Form has been upheld, then the Deputy Principal may:

- Authorise for the student to complete the assessment task, or where appropriate, a substitute task, upon the student's return to school or as soon as practicable after the student's return.
- Authorise for an estimate to be given.
- Grant an extension of time.
- Determine an alternative procedure (in consultation with the Principal and the relevant Head Teacher).

Note: an application for an Assessment Task Appeal is no guarantee that it will be upheld. Any Assessment Task Appeal Application that is not supplemented by relevant independent documentation will NOT be upheld.

Excursions and Field Trips

Students must attend excursions and field trips, which are part of the Higher School Certificate course assessment and complete the set work. The school will always endeavour to minimise clashes with assessment tasks and school organised activities. No variations to routine will take place for Year 12 students two weeks prior to the Trial HSC Examination period. Students must also make every effort to avoid clashes with assessment tasks by advising the teacher who is organising the activity of any scheduled assessment tasks.

Students involved in a school organised excursion, or school organised commitment, that is on the week before or the day of an Assessment Task in another subject, do NOT have to complete an Assessment Task Appeal. In this case, the teacher organising the excursion/school commitment will have student attendance recorded with the relevant Head Teacher and the Deputy Principal.

Technology and Assessment Tasks

Some assessment tasks will require that students submit the task in electronic form, and this will be specified when the task is set. All other tasks must be submitted in hard-copy format. It is the responsibility of the student to back up all their work and to ensure that all reasonable steps are taken to prevent technology failure from hampering their ability to submit a task by the due date.

Technology failure is NOT, in itself, a valid reason for failure to submit an assessment task on time. Technology breakdown as grounds for an extension will only be considered in extreme circumstances.

Note: printing at school should only be a last resort and should be completed before the submission date/time.

Oral/Performance/Practical Tasks

Students must present oral/performance assessment tasks on the specified due date and at the allocated time. If required, students must show their teacher concrete evidence that the task has been completed on time. (This may take the form of a written submission of what will be presented orally during the allocated time). On the specified day that the task is due, teachers will normally indicate the order in which they will make their presentations.

Students must complete the task during the allocated time.

Zero Marks

A ZERO will be awarded when a student:

- Submits a task late (without a valid reason)
- Does not attempt the assessment task (non-attempt)
- Does not make a serious attempt at a task (non-serious attempt). A non-serious attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete.
- Is found to be involved in substantial malpractice

In such cases:

- Parents/guardians will be informed in writing
- Copies of the parental notification will be distributed to the Head Teacher, Year Adviser, Deputy Principal and Principal

Students who do not make a serious attempt at assessment tasks in excess of 50% of the available marks will receive an 'N' determination for that course.

Malpractice in Assessment Tasks

Any student found involved in malpractice in completing an assessment task may be awarded a mark of ZERO for that task. They will be recorded on the NESAs Register of Malpractice for HSC assessment tasks. Malpractice includes, but is not limited to:

- Cheating
 - Attempting to cheat
 - Assisting others to cheat
 - Copying someone else's work in part or in whole, and presenting it as their own
 - Copying in an exam from other student or using information secretly brought in
 - Using material directly from books, journals, CDs or the internet without reference to the source
 - Submitting work to which another person such as a parent, coach or subject expert has contributed substantially
 - Paying someone to write or prepare material
 - Distracting other students from their work during an assessment task
 - Disrupting the assessment task in any way
 - Breaching school examination rules
 - Using non-approval aides during an assessment task
 - Using online translation tools
 - Contriving false explanations to explain work not submitted by the due date
 - Altering of an assessment task that has already been marked
 - Attempting to alter an assessment task that has already been marked
 - Making up journal entries for a research project
 - Copying information from an electronic device
- The decision with regard to malpractice having occurred will be made by the class teacher or the marker of the assessment task, in consultation with the Head Teacher of the course involved. In all situations the decision regarding malpractice must be communicated to the Principal immediately.

The Principal will establish a committee to review any cases of suspected malpractice and determine the appropriate action should malpractice be proven.

The student, in writing, must make any appeal against such a decision to the Principal, within 24 hours of the decision being taken.

If malpractice is proven, a mark of ZERO may be awarded.

Feedback on Completed Assessment Tasks

Students are entitled to relevant feedback on their assessment tasks, in a timely manner. This may take the form of; verbal feedback, written feedback (general or individualised) or any combination of these.

Querying the Result of an Assessment Task

If on the return of an assessment task, a student considers that there is an irregularity in the marking of the assessment task, it is their responsibility to immediately discuss their concern with the course teacher. If the issue is not resolved, the task will be retained by the teacher of the course and the students should approach the Head Teacher to request a review. The Head Teacher's (or their delegate's) decision in relation to the determination of a grade or mark that is based upon the marking guidelines used in the marking of the task is FINAL. The review may result in the final mark remaining the same or higher or being lower than the original mark.

Note: The Principal's decision is final in all procedural matters.

Completion of 50% of Available Marks

In addition to any other set tasks and experiences in any HSC course, students must complete HSC assessment tasks that contribute in excess of 50% of available marks in the course for the Principal to deem them as satisfactorily completing the course.

If the Principal does not certify that the course has been satisfactorily completed, then the Principal will warn students (and their parents/caregivers) in advance if they are in danger of not meeting the assessment requirements of the course.

If the assessment requirements for the course have not been satisfactorily completed, then NESA will be notified that an 'N' determination has been made for the course and the student will not receive an Assessment Mark or an Examination Mark for that course. In the case of Extension courses, students who fail to meet the assessment requirements for the common (2 or 3 unit) part of the course will not receive a result for both the Common and Extension courses.

Warning of 'N' Determination

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

Students must make a genuine/serious attempt at assessment tasks that contribute in excess of 50% of the available marks to complete course requirements. Students who are not meeting course and/or assessment requirements at any stage of the course will be informed, in writing, of the potential of an 'N' determination in the course.

If a student attempt at a particular task scores zero, the question of whether the attempt was a genuine one (multiple choice not included) is a matter of the teachers professional judgement (ACE manual).

Students and parents/guardians will be informed of the problem, in writing, allowing sufficient time for the problem to be corrected, thus enabling the student to meet the course and/or assessment requirements satisfactorily. The school will retain copies of all relevant documentation.

Further information:

A copy of the Assessment, Certification and Examination (ACE) Manual is available on the NESA website (in the Manuals section). The URL is: <https://ace.nesa.nsw.edu.au>

'N' Determinations and Appeals

Any student who is at risk of not meeting course and/or assessment requirements will be notified via official school documentation. The purpose of the warning is to give the student sufficient time and opportunity to correct the identified problem(s). If a student fails to meet course and assessment requirements in a HSC course, an 'N' determination will be given. This means that the course will not be listed on the student's Record of Achievement, and it may also mean the possible withholding of the whole Higher School Certificate. Until a student has satisfactorily completed 12 units of Year 11 courses and 10 units of HSC courses which fulfil the NESA pattern of study requirements, they will not be eligible for the award of the HSC.

In the case of extension courses, students who fail to meet the assessment requirements of the co-requisite 2 unit course will not receive a result in either course. The final decision regarding an 'N' determination recommendation will be made by the Principal. Any student given an 'N' determination has the right to appeal against the decision. The appeal review will be conducted by the Principal and the two Deputy Principals. The outcome of the appeal will be notified to the student, the parents/caregivers and NESA.

Confidentiality of Final Mark

The final HSC assessment mark for each course is confidential and cannot be given to students.

Order of Merit/Final Ranking

Students will be given feedback from time to time as to their ongoing rank in any course.

Submitted Works and Practical Examinations

The following courses require you either to undertake practical examinations or to submit major works or projects:

- Design and Technology
- Drama
- English Extension 2
- History Extension
- Languages
- Music 1, Music 2 and Music Extension
- Science Extension
- Society and Culture
- Textiles and Design
- Visual Arts

Students are required by NESA to certify that any submitted works are their own. Class teachers must certify that they have been completed under the teacher's supervision. If school staff cannot certify the works, students might not be awarded marks for them, or they may receive reduced marks. Further information for the requirements of each course can be found at:

<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Disability Provisions

The provisions of the appeals process do not cover disabilities for which NESA/School has already granted disability provisions, unless an unforeseen episode occurs during the assessment task (e.g. a hypoglycaemic event suffered by a diabetic student or a student who has been isolated but is still ill) or further difficulties occur, the authenticity of which is supported by the supervising staff member.

If a student is entitled to disability provisions for examinations/assessment tasks, medical documentation must have been provided to our Learning and Support Team to ensure the appropriate provisions can be communicated with classroom teachers.

Please contact the school email address with your supporting documentation to the attention of the WCS LaST team - wadalba-c.school@det.nsw.edu.au

Conduct During Examinations, Tests or Assessments

Students must:

- Wear full school uniform to all examinations.
- Cease speaking or communicating in any way as they enter the examination venue and remain silent while in the examination room except if talking to a supervisor.
- Follow the examination supervisor's instructions at all times.
- Behave in a way that will not be likely to disturb the work of any other student nor disrupt the conduct of the examination.
- Make a serious attempt at all questions in the examination. Answers must not contain frivolous or offensive material.
- Not take food into the examination room
- Only take permitted equipment into the assessment/examination room. Books, notes, paper, mobile phones and electronic equipment of any kind are not to be taken into the assessment/examination room. The area where bags are placed is not considered to be part of the examination room, but a mobile phone left in a bag in this area must be switched off.
- Remain in the examination room until the examination time has elapsed and students are dismissed by the supervisor
- Behave ethically – no attempt should be made to engage in malpractice, to cheat or to attempt to cheat. A penalty, including a zero mark may be applied if a student breaks any of the examination rules, with no opportunity to redo the task.

Furthermore: NESA awards zero to any script in which only the multiple-choice questions have been answered or where the student has just copied or modified the question or part of it. These are treated as a non-attempt of the examination in that course. In Year 12 this will result in a non-award of the HSC in that course so that course will not appear on your HSC.

In Year 12 this will also result in the student not being awarded an ATAR if this course counts towards their 10 units.

Plagiarism

Plagiarism includes:

- Copying any material from books, journals, study notes or tapes, the web, the work of other students, or any other source without indicating this by quotation marks or by indentation, italics or spacing and without acknowledging that source by footnote or citation;
- Rephrasing ideas from books, journals, study notes or tapes, the web, the work of other students or any other source without acknowledging the source of those ideas by footnotes or citations;
- Unauthorised collaboration with other students that goes beyond the discussion of general strategies or other general advice.
- Using ChatGPT or Artificial intelligence.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Penalties for Plagiarism:

Should a student plagiarise the following penalties may apply:

- An interview with relevant Head Teacher and Deputy Principal;
- Resubmission of the work to demonstrate satisfactory achievement of outcomes;
- A mark of **zero (0)** may be given.
- Note - should a student choose not to resubmit their work the task will be considered a NON-ATTEMPT.

Aiding another student to plagiarise is also a violation of the Plagiarism Policy and will involve a penalty equal to **25% of the awarded mark**.

The following guidelines will help you to avoid plagiarism:

- Refer to the guidelines in All My Own Work Booklet:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>
- Be familiar with the style of acknowledgement required;
- Write the source of any notes or copies you make from any document or electronic sources such as the internet. The habit of copying word for word from a source as you read is dangerous. It is easy to forget that the notes you make are copied word for word and to later write them into an essay or report. Keep details of your sources throughout the course of your research. Unintentional plagiarism is often the result of poor study methods;
- Sources that must be acknowledged include those containing the concepts, experiments or results from which you have extracted or developed your ideas, even if you put those ideas into your own words;
- Always use quotation marks or some other acceptable form of acknowledgment when quoting directly from a work. It is not enough merely to acknowledge then source;
- Be aware of the rules regarding group work and collaboration. Collaboration (appropriately acknowledged) is permitted in the case of team or group projects. It is also permitted in the more general case when the collaboration is limited to the discussion of general strategies or help of a general nature. If you have any doubt about what constitutes authorised and unauthorised collaboration, seek advice from your teacher;

- Keep a copy of your working papers to assist you in case you ever need to answer an allegation of plagiarism.
- Please refer to Education Standards website for more information on Plagiarism:
<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work/plagiarism/what-is-plagiarism>

Acknowledging source materials: For each book used, list:

- The name and initials of the author/s.
- The date of publication (in parentheses).
- The full title of the book (in italics).
- The publisher.
- Where the book was published.
- The page number/s. For example:
Deevers, A B (2000), *Disasters of the Twentieth Century*, Macmillan Publishers

For each journal article used, list:

- The names and initials of the author/s.
- The date of publication (in parentheses).
- The title of the article (in inverted commas).
- The name of the journal in which the article was published (in italics).
- The volume number of the journal.
- The page number/s of the article in the journal. For example:
Morgan C H (2001), 'Climatic change effects in the Gippsland Lakes region of Victoria', in *Journal of Australian Climatology*, Vol. 1, August, page 15

For each newspaper article used, list:

- The author's name;
- The title of the article in inverted commas.
- The name of the newspaper in italics.
- The date of publication.
- The page number. For example:
Forsythe, Joan, 'Sacred site under threat from tourists', *The Australian*, 2 May 2000, page 5

When referencing material found on the Internet, list:

- The author's name.
- The full title of the material (in inverted commas).
- The document date (if known).
- The full URL.
- The date of the visit. For example:
Livre, Joe, 'The nation-state is dead', 14 July 2000, www.democracy.com/nations/, visited on 02 March 2001

VOCATIONAL EDUCATION AND TRAINING (VET) ASSESSMENT

VET courses are competency based courses. The Board of Studies and the Vocational Education and Training Accreditation Board (VETAB) require that a competency based approach to assessment be used and that a record be held by the RTO of the competencies achieved.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. A participant is judged either competent or not yet competent. Assessment will account for the underpinning skills and knowledge identified with the unit of competency.

The Higher School Certificate examination for all VET courses is optional. Students will nominate during the HSC year to undertake the optional examination. The examination is independent of the competency based assessment undertaken during the course and has no impact on student eligibility for Australian Qualifications Framework.

For a student to be considered to have satisfactorily completed a VET course, there must be sufficient evidence that the student has:

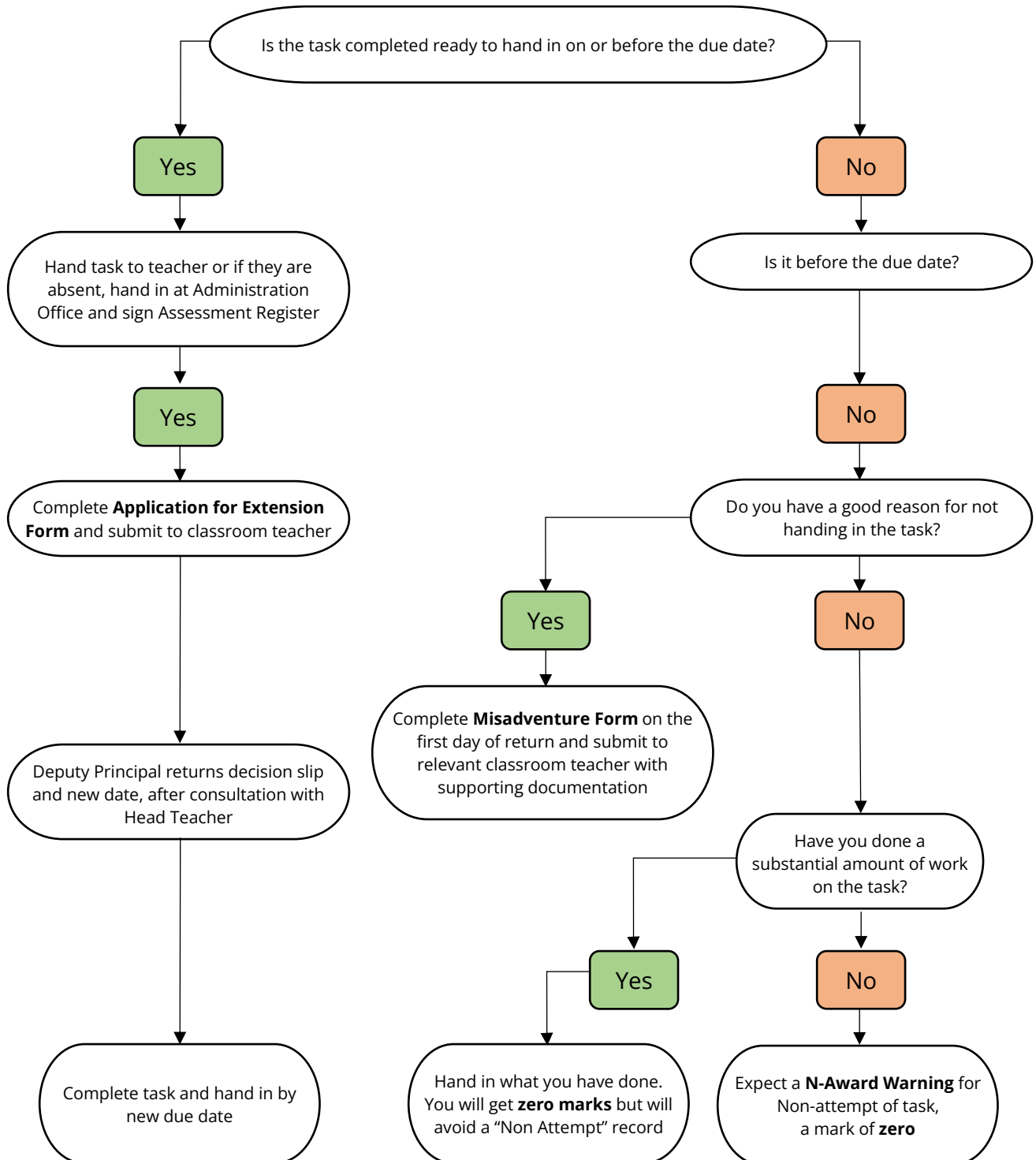
- Followed the course.
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course.
- Achieved some or all of the course outcomes.
- Undertaken the mandatory work placement.

Work placement is a mandatory Preliminary and HSC requirement of all VET courses. A minimum of 70 hours work placement, in an appropriate workplace, is required by students in a 240 hour VET course.

To facilitate flexibility of VET in the HSC, all VET courses may be delivered as Preliminary units, HSC units or as a combination of Preliminary and HSC units.

ASSESSMENT TASK FLOWCHART

STUDENTS



COURSE ASSESSMENT SCHEDULES 2024

CAPA

Dance Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 4
Date of Task		Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9 & 10
Course Components		Core Performance	Core Composition	Yearly Examination
Performance	50%	20%		30%
Composition	30%		20%	10%
Appreciation	20%	10%	10%	
TOTAL MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED		P1.2, P2.1, P2.2, P2.3, P2.4, P2.5, P4.1, P4.3	P1.1, P3.1, P3.2, P3.5, P3.6, P4.2, P4.4	P1.2, P1.3, P2.1, P2.4, P2.5, P3.3, P3.4, P3.6

Year 11 Course Outcomes

P1.1	understands dance as the performance and communication of ideas through movement and inwritten and oral form
P1.2	understands the use of dance terminology relevant to the study of dance as an artform
P1.3	develops the skills of dance through performing, composing and appreciating dance
P1.4	values the diversity of dance as an artform and its inherent expressive qualities
P2.1	identifies the physiology of the human body as it is relevant to the dancer
P2.2	identifies the body's capabilities and limitations
P2.3	recognises the importance of the application of safe dance practice
P2.4	demonstrates appropriate skeletal alignment, body-part articulation, strength, flexibility, agility and coordination
P2.5	performs combinations, phrases and sequences with due consideration of safe dance practices
P2.6	values self-discipline, commitment and consistency in technical skills and performance
P3.1	identifies the elements of dance composition
P3.2	understands the compositional process
P3.3	understands the function of structure as it relates to dance composition
P3.4	explores the elements of dance relating to dance composition
P3.5	devises movement material in a personal style in response to creative problem-solving tasks in dance composition
P3.6	structures movement devised in response to specific concept/intent
P3.7	values their own and others' dance activities as worthwhile
P4.1	understands the socio-historic context in which dance exists
P4.2	develops knowledge to critically appraise and evaluate dance
P4.3	demonstrates the skills of gathering, classifying and recording information about dance
P4.4	develops skills in critical appraisal and evaluation
P4.5	values the diversity of dance from national and international perspectives

CAPA

Drama Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 & 10
Course Components		Duologue & Logbook	Group Performance & Logbook	Folio & Exam
Making	40%	15%	10%	15%
Performing	30%	5%	20%	5%
Critically Studying	30%	5%	5%	20%
TOTAL MARKS	100%	25%	35%	40%
OUTCOMES ASSESSED		P1.1, P1.2, P1.6, P2.3, P3.1	P1.3, P1.5, P2.1, P2.3, P2.4, P3.3	P1.4, P1.5, P1.6, P2.2, P3.1, P3.2, P3.3

Year 11 Course Outcomes

P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
P1.2	explores ideas and situations, expressing them imaginatively in dramatic form
P1.3	demonstrates performance skills appropriate to a variety of styles and media
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.5	understands, demonstrates and records the process of developing and refining ideas and scripts through to performance
P1.6	demonstrates directorial and acting skills to communicate meaning through dramatic action
P1.7	understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
P1.8	recognises the value of individual contributions to the artistic effectiveness of the whole
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
P2.3	demonstrates directorial and acting skills to communicate meaning through dramatic action
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P2.5	understands and demonstrates the commitment, collaboration and energy required for a production
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
P3.3	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements
P3.4	appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

CAPA

Music 1 Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 9 & 10
Course Components		Core Viva Voce and Performance	Core Composition and Performance	Aural Skills Yearly Examination
CORE Composition	25%		25%	
CORE Performance	25%	10%	15%	
CORE Aural	25%			25%
CORE Musicology	25%	25%		
TOTAL MARKS	100%	35%	40%	25%
OUTCOMES ASSESSED		P1, P4, P7, P9	P2, P3, P8, P10, P11	P5, P6

Year 11 Course Outcomes

P1	performs music that is characteristic of the topics studied
P2	observes, reads, interprets and discusses simple music scores characteristic of topics studied
P3	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
P4	recognises and identifies the concepts of music and discusses their use in a variety of musical styles
P5	comments on and constructively discusses performances and compositions
P6	observes and discusses concepts of music in works representative of the topics studied
P7	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
P8	identifies, recognises, experiments with and discusses the use of technology in music
P9	performs as a means of self-expression and communication
P10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
P11	demonstrates a willingness to accept and use constructive criticism

CAPA

Visual Arts Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 2 Week 2	Term 3 Week 2	Term 3 Weeks 9 & 10
Course Components		Body of Work #1 VAPD In class essay task	Body of Work #2 VAPD In class short answers task	Body of Work #3 VAPD Yearly Examination
Art Making	50%	20%	15%	15%
Art Criticism & Art History	50%	15%	15%	20%
TOTAL MARKS	100%	35%	30%	35%
OUTCOMES ASSESSED		P1, P4, P7, P8, P9	P2, P3, P8, P9	P5, P6, P7, P8, P9, P10

Year 11 Course Outcomes

P1	explores the conventions of practice in artmaking
P2	explores the roles and relationships between the concepts of artist, artwork, world and audience
P3	identifies the frames as the basis of understanding expressive representation through the making of art
P4	investigates subject matter and forms as representations in artmaking
P5	investigates ways of developing coherence and layers of meaning in the making of art
P6	explores a range of material techniques in ways that support artistic intentions
P7	explores the conventions of practice in art criticism and art history
P8	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
P9	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P10	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

ENGLISH

English – Advanced Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9 & 10
Course Components		Reading to Write Imaginative text with reflection	Narratives that shape our World Multimodal presentation	Critical Study of Literature Preliminary Exam
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED		EA11-3, 11-4, 11-5, 11-9	EA11-1, 11-2, 11-6, 11-7	EA11-1, 11-2 11-3, 11-4, 11-5, 11-6, 11-7, 11-8

Year 11 Course Outcomes

EA11-1	responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EA11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA11-3	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA11-4	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA11-5	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-6	investigates and evaluates the relationships between texts
EA11-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA11-8	explains and evaluates cultural assumptions and values in texts and their effects on meaning
EA11-9	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

ENGLISH

English – Extension 1 Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 2 Week 10	Term 3 Week 6
Course Components		Imaginative response	Comparative Essay	Multimodal Presentation
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		EE11-2, 11-3, 11-6	EE11-2, 11-3, 11-4	EE11-1, 11-3, 11-4, 11-5

Year 11 Course Outcomes

EE11-1	demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
EE11-2	analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
EE11-3	thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
EE11-4	articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
EE11-5	develops skills in research methodology to undertake effective independent investigation
EE11-6	reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

ENGLISH

English - Standard Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9 & 10
Course Components		Reading to Write Imaginative Response and Reflection	Contemporary Possibilities Multimodal Presentation	Close Study of Literature Preliminary Exam Short Answer & Extended Response
Knowledge and understanding of course content	50%	15%	20%	15%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	20%	15%
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		EN11-3, 11-4, 11- 1, 11-9	EN11-2,11-5, 11- 6, 11-7, 11-8	EN11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9

Year 11 Course Outcomes

EN11-1A	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EN11-2A	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN11-3B	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EN11-4B	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN11-5C	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-6C	investigates and explains the relationships between texts
EN11-7D	understands and explains the diverse ways texts can represent personal and public worlds
EN11-8D	identifies and explains cultural assumptions in texts and their effects on meaning
EN11-9E	reflects on, assesses, and monitors own learning and develops individual and collaborative processes to become an independent learner

ENGLISH

English – Studies Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 4
Date of Task		Term 1 Week 9	Term 2 Week 9	Term 3 Week 6
Course Components		Mandatory Module: Achieving through English Career Portfolio	Elective Module: Playing the Game Multimodal Persuasive	Elective Module K: The Big Screen or Elective Module M: Landscapes of the Mind Collection of Classwork
Knowledge and understanding of course content	50%	15%	15%	20%
Skills in: <ul style="list-style-type: none"> comprehending texts communicating ideas using language accurately, appropriately and effectively 	50%	15%	15%	20%
TOTAL MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED		ES11-1, 11-4, 11-5	ES11-3, 11-7, 11-9	ES11-2, 11-3, 11-6, 11-8, 11-10

Year 11 Course Outcomes

ES11-1	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
ES11-2	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
ES11-3	gains skills in accessing, comprehending and using information to communicate in a variety of ways
ES11-4	composes a range of texts with increasing accuracy and clarity in different forms
ES11-5	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
ES11-6	uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
ES11-7	represents own ideas in critical, interpretive and imaginative texts
ES11-8	identifies and describes relationships between texts
ES11-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
ES11-10	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

HSIE

Ancient History Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 3 Week 6	Term 3 Weeks 9 & 10
Course Components		Investigating Ancient History Source Study	Historical Investigation Student research and investigation	Yearly Examination All topics
Knowledge and understanding of course content	40%	10%	10%	20%
Historical skill in analysis and evaluation of sources and interpretations	20%	10%	10%	
Historical inquiry and research	20%	5%	15%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		AH11-1, 7, 9, 10	AH11-3, 4, 8, 9	AH11- 2, 3, 5, 6, 7

Year 11 Course Outcomes

AH11-1	describes the nature of continuity and change in the ancient world
AH11-2	proposes ideas about the varying causes and effects of events and developments
AH11-3	analyses the role of historical features, individuals and groups in shaping the past
AH11-4	accounts for the different perspectives of individuals and groups
AH11-5	examines the significance of historical features, people, places, events and developments of the ancient world
AH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-7	discusses and evaluates differing interpretations and representations of the past
AH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-10	discusses contemporary methods and issues involved in the investigation of ancient history

HSIE

Business Studies Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 8	Term 3 Week 3	Term 3 Weeks 9 & 10
Course Components		Media File and Business Report	Business Plan	Yearly Examination
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus based skills	20%	5%	5%	10%
Inquiry and Research	20%	10%	10%	
Communication of business information, ideas and issues in appropriate forms	20%	5%	5%	10%
TOTAL MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED		P2, P7, P9	P4, P8, P9	P1, P2, P3, P5, P6, P10

Year 11 Course Outcomes

P1	discuss the nature of business, its role in society and types of business structures
P2	explains the internal and external influences on business
P3	describes the factors contributing to the success or failure of small to medium enterprises
P4	assesses the processes and interdependence of key business functions
P5	examines the application of management theories and strategies
P6	analyses the responsibilities of business to internal and external stakeholders
P7	plans and conducts investigations into contemporary business issues
P8	evaluates information for actual and hypothetical business situations
P9	communicates business information and issues in appropriate formats
P10	applies mathematical concepts appropriately in business situations

HSIE

Geography Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 9	Term 3 Week 5	Term 3 Weeks 9 & 10
Course Components		Biophysical Interactions Skills and Stimulus	Senior Geography Project	Yearly Examination
Knowledge and understanding of course content	40%	10%	5%	25%
Analysis and Evaluation	20%	5%	10%	5%
Inquiry and Research	20%	10%	10%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	10%	5%
TOTAL MARKS	100%	30%	35%	35%
OUTCOMES ASSESSED		P1, 2, 3, 6, 10	P7, 8, 9, 10, 11, 12	P1, 2, 3, 4, 5, 6, 10, 12

Year 11 Course Outcomes

P1	Differentiates between spatial and ecological dimensions in the study of geography
P2	Describes the interactions between the four components which define the biophysical environment
P3	Explains how a specific environment functions in terms of biophysical factors
P4	Analyses changing demographic patterns and processes
P5	Examines the geographical nature of global challenges confronting humanity
P6	Identifies the vocational relevance of a geographical perspective
P7	Formulates a plan for active geographical inquiry
P8	Selects, organises and analyses relevant geographical information from a variety of sources
P9	Uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries
P10	Applies mathematical ideas and techniques to analyse geographical data
P11	Applies geographical understanding and methods ethically and effectively to a research project
P12	Communicates geographical information, ideas and issues using appropriate written and / or oral, cartographic and graphic forms

HSIE

Legal Studies Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 3 Week 1	Term 3 Weeks 9 & 10
Course Components		Media Portfolio and Quiz	Research Task	Yearly Examination
Knowledge and understanding of course content	40%	10%	10%	20%
Analysis and evaluation	20%		10%	10%
Inquiry and research	20%	10%	10%	
Communication of legal information, ideas and issues in appropriate forms	20%	10%	10%	
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		P1, 2, 3, 6	P4, 5, 6, 7, 8, 9	P1, 2, 3, 4, 5, 6, 7, 9, 10

Year 11 Course Outcomes

P1	identifies and applies legal concepts and terminology
P2	describes the key features of Australian and international law
P3	describes the operation of domestic and international legal systems
P4	discusses the effectiveness of the legal system in addressing issues
P5	describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
P6	explains the nature of the interrelationship between the legal system and society
P7	evaluates the effectiveness of the law in achieving justice
P8	locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
P9	communicates legal information using well-structured responses
P10	accounts for differing perspectives and interpretations of legal information and issues

HSIE

Modern History Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9 & 10
Course Components		Investigating Modern History Source Study	Historical Investigation Student research and investigation	Yearly Examination All Topics
Knowledge and understanding of course content	40%	20%		20%
Historical skills in analysis and evaluation of sources and interpretations	20%	5%	10%	5%
Historical inquiry and research	20%		10%	10%
Communication of Historical understanding in appropriate forms	20%	5%	10%	5%
TOTAL MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED		MH11-6, 7, 9, 10	MH11-5, 6, 7, 8, 9	MH11-1, 2, 3, 4, 5, 9

Year 11 Course Outcomes

MH11.1	describes the nature of continuity and change in the modern world
MH11.2	proposes ideas about the varying causes and effects of events and developments
MH11.3	analyses the role of historical features, individuals, groups and ideas in shaping the past
MH11.4	accounts for the different perspectives of individuals and groups
MH11.5	examines the significance of historical features, people, ideas, movements, events and developments of the modern world
MH11.6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH11.7	discusses and evaluates differing interpretations and representations of the past
MH11.8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH11.9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH11.10	discusses contemporary methods and issues involved in the investigation of modern history

HSIE

Society and Culture Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 7	Term 3 Week 1	Term 3 Weeks 9 & 10
Course Components		Analysis of Social Issues and News in the Media	Generational Research task	Yearly Examination
Knowledge and understanding of course content	50%	15%	10%	25%
Application and analysis of social and cultural research methods	30%		20%	10%
Communication of information, ideas and issues in appropriate forms	20%	10%	5%	5%
TOTAL MARKS	100%	25%	35%	40%
OUTCOMES ASSESSED		P1, 4, 7, 8, 10	P3, 5, 8, 9, 10	P1, 2, 5, 6, 9

Year 11 Course Outcomes

P1	identifies and applies social and cultural concepts
P2	describes personal, social and cultural identity
P3	identifies and describes relationships and interactions within and between social and cultural groups
P4	identifies the features of social and cultural literacy and how it develops
P5	explains continuity and change and their implications for societies and cultures
P6	differentiates between social and cultural research methods
P7	selects, organises, and considers information from a variety of sources for usefulness, validity, and bias
P8	plans and conducts ethical, social, and cultural research
P9	uses appropriate course language and concepts suitable for different audiences and contexts
P10	communicates information, ideas and issues using appropriate written, oral, and graphic forms

HSIE

Studies of Religion Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 4	Term 3 Week 1	Term 3 Weeks 9 & 10
Course Components		Viva Voce and Written Response The Nature of Religion	Case Study Religious Tradition Study	Yearly Examination
Knowledge and understanding of course content	40%	10%	10%	20%
Source-based skills	20%		10%	10%
Investigation and Research	20%	10%	10%	
Communication of Information, ideas and issues in appropriate forms	20%	5%	5%	10%
TOTAL MARKS	100%	25%	35%	40%
OUTCOMES ASSESSED		P1, P2, P8	P3, P4, P7, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9

Year 11 Course Outcomes

P1	Describes characteristics of religion and belief systems
P2	Identifies the influence of religion and belief systems on individuals and society
P3	Investigates religious traditions and belief systems
P4	Examines significant aspects of religious traditions
P5	Describes the influence of religious traditions in the life of adherents
P6	Selects and uses relevant information about religious from a variety of sources
P7	Undertakes effective research about religious, making appropriate use of time and resources
P8	Uses appropriate terminology related to religious and belief systems
P9	Effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

LANGUAGE

Language – Spanish Beginners Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 & 10
Type of Task		Speaking – Responding in English to written text/conversation in Spanish In class task	Responding in English to aural texts/composition in Spanish In class task	Yearly Examination
Course Component		Family life, neighbourhood and Schools	Friends, shopping, recreation and pastimes	All Content
Listening and Responding	30%	20%		10%
Reading and Responding	30%		20%	10%
Speaking	20%	10%		10%
Writing in Japanese	20%		10%	10%
TOTAL MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED		1.1, 1.2, 1.3, 2.1, 2.2, 2.4, 2.5	2.1, 2.2, 2.5, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

Year 11 Course Outcomes

Interacting	
1.1	Establishes and maintains communication in Spanish
1.2	Manipulates linguistic structures to express ideas effectively in Spanish
1.3	Sequences ideas and information
1.4	Applies knowledge of the culture of Spanish speaking communities to interact appropriately
Understanding texts	
2.1	Understands and interprets information in texts using a range of strategies
2.2	Conveys the gist of and identifies specific information in texts
2.3	Summarises the main points of a text
2.4	Draws conclusions from or justifies an opinion about a text
2.5	Identifies the purpose, context and audience of a text
2.6	Identifies and explains aspects of the culture of Spanish speaking communities in texts
Producing texts	
3.1	Produces texts appropriate to audience, purpose and context
3.2	Structures and sequences ideas and information
3.3	Applies knowledge of diverse linguistic structures to convey information and express original ideas in Spanish
3.4	Applies knowledge of the culture of Spanish speaking communities to the production of texts

MATHEMATICS

Mathematics – Standard – Maths in Trade Pathway Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 9	Term 2 Week 10	Term 3 Weeks 9 & 10
Course Components		Aptitude Test	Contextual Assignment	Yearly Summary Sheet Examination
Understanding, Fluency & Communicating	50%	20%	20%	10%
Problem Solving, Reasoning & Justification	50%	20%	20%	10%
TOTAL MARKS	100%	40%	40%	20%
OUTCOMES ASSESSED		MS11-1, 3, 4, 6, 9, 10	MS11-2, 5, 6, 9, 10	MS11 - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Year 11 Course Outcomes

MS11-1	A student uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	A student represents information in symbolic, graphical and tabular form
MS11-3	A student solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	A student performs calculations in relation to two-dimensional figures
MS11-5	A student models relevant financial situations using appropriate tools
MS11-6	A student makes predictions about everyday situations based on simple mathematical models
MS11-7	A student develops and carries out simple statistical processes to answer questions posed
MS11-8	A student solves probability problems involving multistage events
MS11-9	A student uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11- 10	A student justifies a response to a given problem using appropriate mathematical terminology and/or calculations

MATHEMATICS

Mathematics – Standard 1 & 2 Pathways Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 & 10
Course Components		Open-book Class Test	Contextual Assignment	Yearly Examination
Understanding, Fluency & Communicating	50%	20%	10%	20%
Problem Solving, Reasoning & Justification	50%	10%	20%	20%
TOTAL MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED		MS11 - 1, 3, 4, 6, 9, 10	MS11 - 2, 7, 9, 10	MS11 - 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Year 11 Course Outcomes

MS11-1	A student uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	A student represents information in symbolic, graphical and tabular form
MS11-3	A student solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	A student performs calculations in relation to two-dimensional figures
MS11-5	A student models relevant financial situations using appropriate tools
MS11-6	A student makes predictions about everyday situations based on simple mathematical models
MS11-7	A student develops and carries out simple statistical processes to answer questions posed
MS11-8	A student solves probability problems involving multistage events
MS11-9	A student uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11- 10	A student justifies a response to a given problem using appropriate mathematical terminology and/or calculations

MATHEMATICS

Mathematics – Advanced Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 9	Term 2 Week 7	Term 3 Weeks 9 & 10
Course Components		Formula Sheet Class Test	Contextual Assignment	Yearly Examination
Understanding, Fluency & Communicating	50%	20%	10%	20%
Problem Solving, Reasoning & Justification	50%	10%	20%	20%
TOTAL MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED		MA11 - 1, 2, 8, 9	MA11 - 3, 4, 8, 9	MA11 - 1 2, 3, 4, 5, 6, 7, 8, 9

Year 11 Course Outcomes

MA11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MS11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MS11-9	provides reasoning to support conclusions which are appropriate to the context

MATHEMATICS

Mathematics – Extension 1 Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 2 Week 9	Term 3 Weeks 9 & 10
Course Components		Open-book Class Test	Contextual Assignment	Yearly Exam
Understanding, Fluency & Communicating	50%	20%	10%	20%
Problem Solving, Reasoning & Justification	50%	10%	20%	20%
TOTAL MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED		ME11-1, 2, 6, 7	ME11-1, 2, 6, 7	ME11-1, 2, 3, 4, 5, 6, 7

Year 11 Course Outcomes

ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graphs

PDHPE

Community and Family Studies (CAFS) Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 2 Week 4	Term 3 Week 3	Term 3 Weeks 9 & 10
Course Components		Case Study & Written Response	In-class Written Response	Yearly Examination
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> resource management positive relationships range of societal factors nature of groups, families and communities 	40%	15%	15%	10%
Skills in: <ul style="list-style-type: none"> applying management processes to meet the needs of individuals, groups, families and communities planning to take responsible action to promote wellbeing 	40%	15%	15%	10%
Knowledge and understanding about research, methodology and skills in researching critical thinking, analysing and communicating	20%	5%	5%	10%
TOTAL MARKS	100%	35%	35%	30%
OUTCOMES ASSESSED		P1.1, 1.2, 2.1, 2.3, 3.2, 4.1, 4.2, 5.1, 6.1, 6.2	P1.2, 2.4, 3.1, 4.2, 6.1	P1.1 - 7.4

Year 11 Course Outcomes

P1.1	describes the contribution an individual's experiences, values, attitudes, and beliefs make to the development of goals
P1.2	proposes effective solutions to resource problems
P2.1	accounts for the roles and relationships that individuals adopt within groups
P2.2	describes the role of the family and other groups in the socialisation of individuals
P2.3	examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
P2.4	analyses the inter-relationships between internal and external factors and their impact on family functioning
P3.1	explains the changing nature of families and communities in contemporary society
P3.2	analyses the significance of gender in defining roles and relationships
P4.1	utilises research methodology appropriate to the study of social issues
P4.2	presents information in written, oral and graphic form
P5.1	applies management processes to maximize the efficient use of resources
P6.1	distinguishes those actions that enhance wellbeing
P6.2	uses critical thinking skills to enhance decision-making
P7.1	appreciates differences among individuals, groups and families within communities and values their contribution to society
P7.2	develops a sense of responsibility for the wellbeing of themselves and others
P7.3	appreciates the value of resource management in response to change
P7.4	values the place of management in coping with a variety of role expectations

PDHPE

Personal Development, Health & Physical Education (PDHPE) Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 9	Term 3 Week 4	Term 3 Weeks 9 & 10
Type of Task		Research and In-class Written Response	Research and In-class written response	Yearly Examination
Course Component		Core 1	Core 2	Cores 1 & 2 Options 1 & 3
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysis and communicating	30%	25%	25%	10%
TOTAL MARKS	100%	35%	35%	30%
OUTCOMES ASSESSED		P1, 2, 3, 4, 5, 6 15, 16	P7, 8, 9, 10, 11, 16, 17	P1- 12 P15-17

Year 11 Course Outcomes

P1	identifies and examines why individuals give different meanings to health
P2	explains how a range of health behaviours affect an individual's health
P3	describes how an individual's health is determined by a range of factors
P4	evaluates aspects of health over which individuals can exert some control
P5	describes factors that contribute to effective health promotion
P6	proposes actions that can improve and maintain an individual's health
P7	explains how body systems influence the way the body moves
P8	describes the components of physical fitness and explains how they are monitored
P9	describes biomechanical factors that influence the efficiency of the body in motion
P10	plans for participation in physical activity to satisfy a range of individual needs
P11	assesses and monitors physical fitness levels and physical activity patterns
P12	demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
P13	develops, refines, and performs movement compositions in order to achieve a specific purpose
P14	demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities
P15	forms opinions about health-promoting actions based on a critical examination of relevant information
P16	uses a range of sources to draw conclusions about health and physical activity concepts
P17	analyses factors influencing movement and patterns of participation

PDHPE

Sport, Lifestyle and Recreation (SLR) Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 6	Term 2 Weeks 1 - 9	Term 3 Week 6
Type of Task		Research and Designing a Fitness Program Task	Practical Application and Movement Analysis	Research Task
		Modules 8.5 and 8.12 Fitness and Resistance Training	Module 8.6 Games and Sports Applications 1	Module 8.9 Healthy Lifestyles
Knowledge and Understanding	50%	20%	10%	20%
Skills	50%	15%	20%	15%
TOTAL MARKS	100%	35%	30%	35%
OUTCOMES ASSESSED		1.3, 2.1, 2.2, 3.2, 4.1, 4.3	1.1, 3.1, 3.4, 4.2, 4.4	1.5, 2.3, 3.5, 4.3

Year 11 Course Outcomes

Students will develop:	A student:
1. knowledge and understanding of the factors that influence health and participation in physical activity	1.1 applies the rules and conventions that relate to participation in a range of physical activities 1.2 explains the relationship between physical activity, fitness and healthy lifestyle 1.3 demonstrates ways to enhance safety in physical activity 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status 1.6 describes administrative procedures that support successful performance outcomes
2. knowledge and understanding of the principles and processes impacting on the realisation of movement potential	2.1 explains the principles of skill development and training 2.2 analyses the fitness requirements of specific activities 2.3 selects and participates in physical activities that meet individual needs, interests and abilities 2.4 describes how societal influences impact on the nature of sport in Australia 2.5 describes the relationship between anatomy, physiology and performance
3. the ability to analyse and implement strategies that promote health, physical activity and enhanced performance	3.1 selects appropriate strategies and tactics for success in a range of movement contexts 3.2 designs programs that respond to performance needs 3.3 measures and evaluates physical performance capacity 3.4 composes, performs and appraises movement 3.5 analyses personal health practices 3.6 assesses and responds appropriately to emergency care situations 3.7 analyses the impact of professionalism in sport
4. a capacity to influence the participation and performance of self and others.	4.1 plans strategies to achieve performance goal 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context 4.3 makes strategic plans to overcome the barriers to personal and community health 4.4 demonstrates competence and confidence in movement contexts 4.5 recognises the skills and abilities required to adopt roles that support health, safety, and physical activity
5. a lifelong commitment to an active, healthy lifestyle and the achievement of movement potential	Values and Attitudes 5.1 accepts responsibility for personal and community health 5.2 willingly participates in regular physical activity 5.3 values the importance of an active lifestyle 5.4 values the features of a quality performance 5.5 strives to achieve quality in personal performance

SCIENCE

Biology Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 8	Term 2 Week 4	Term 3 Weeks 9 & 10
Course Components		Practical Investigation	Depth Study – Cell Model and Research Task	Yearly Examination
Skills and Understanding of Course Content	40%	10%	15%	15%
Skills in Working Scientifically: <ul style="list-style-type: none"> Questioning and Predicting Planning Investigations Conducting Investigations Processing Data and Information Analysing Data and Information Problem Solving Communicating 	60%	25%	25%	10%
TOTAL MARKS	100%	35%	40%	25%
OUTCOMES ASSESSED		BIO 11-1, 2, 3, 4, 5, 6, 7, 8	BIO 11- 5, 6, 7, 9	BIO 11- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Year 11 Course Outcomes

Objective - Students: develop skills in applying the processes of Working Scientifically Stage 6 course outcomes - A student:
Questioning and predicting BIO11-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information BIO11-5 analyses and evaluates primary and secondary data and information
Problem solving BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Objective - Students: develop knowledge and understanding of the fundamentals of chemistry Year 11 course outcomes – A student:
BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
Objective - Students: develop knowledge and understanding of the Earth's biodiversity and the effect of evolution Year 11 course outcomes - A student:
BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

SCIENCE

Chemistry Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 2 Week 1	Term 3 Week 2	Term 3 Weeks 9 & 10
Course Components		Module and Skills Test (Modules 1 & 2)	Depth Study	Yearly Examination
Knowledge and Understanding <ul style="list-style-type: none"> Develop knowledge and understanding of the fundamentals of chemistry Develop knowledge and understanding of the trends and driving forces in chemical interactions 	40%	10%	10%	20%
Working Scientifically <ul style="list-style-type: none"> Questioning and Predicting Planning Investigations Conducting Investigations Analysing Data and information Problem Solving Communicating 	60%	20%	30%	10%
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		CH11- 4,5,6,7,8,9	CH11- 1,2,3,4,7,10	CH11- 1,2,4,5,6,7,8,9,10,11

Year 11 Course Outcomes

Objective - Students: develop skills in applying the processes of Working Scientifically
Stage 6 course outcomes - A student:
Questioning and predicting
CH11-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations
CH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations
CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information
CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information
CH11-5 analyses and evaluates primary and secondary data and information
Problem solving
CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating
CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
Objective - Students: develop knowledge and understanding of the fundamentals of chemistry
Year 11 course outcomes - A student:
CH11-8 explores the properties and trends in the physical, structural and chemical aspects of matter
CH11-9 describes, applies and quantitatively analyses the mole concept and stoichiometric relationships
Objective - Students: develop knowledge and understanding of the trends and driving forces in chemical interactions
Year 11 course outcomes - A student:
CH11-10 explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
CH11-11 analyses the energy considerations in the driving force for chemical reactions

SCIENCE

Earth and Environmental Science Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 3 Week 4	Term 3 Weeks 9 & 10
Course Components		First-hand Investigation	Depth Study	Yearly Exam
Skills in Working Scientifically <ul style="list-style-type: none"> Questioning and Predicting Planning Investigations Conducting Investigations Processing Data and information Analysing Data and information Problem Solving Communicating 	60%	20%	20%	20%
Knowledge and Understanding of Course Content <ul style="list-style-type: none"> Develop knowledge and understanding of the Earth's systems Develop knowledge and understanding of the Earth's processes and human impacts 	40%	10%	20%	10%
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		EES1, 2, 3, 4, 7	EES1, 2, 3, 4, 5, 6, 7, 8, 11	EES4, 5, 6, 7, 8, 9, 10, 11

Year 11 Course Outcomes

EES11/12-1	develops and evaluates questions and hypotheses for scientific investigation
EES11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
EES11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
EES11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
EES11/12-5	analyses and evaluates primary and secondary data and information
EES11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
EES11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
EES11-8	describes the key features of the Earth's systems, including the geosphere, atmosphere, hydrosphere, and biosphere and how they are interrelated
EES11-9	describes the evidence for the theory of plate tectonics and the energy and geological changes that occur at plate boundaries
EES11-10	describes the factors that influence how energy is transferred and transformed in the Earth's systems
EES11-11	describes human impact on the Earth in relation to hydrological processes, geological processes, and biological changes

SCIENCE

Investigating Science Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 2 Week 5	Term 3 Week 3	Term 3 Weeks 9 & 10
Course Components		Depth Study: Assumptions	Scientific Model	Yearly Examination
Knowledge and Understanding <ul style="list-style-type: none"> Develop knowledge and understanding of cause and effect Develops knowledge and understanding of models, theories and laws 	40%	5%	10%	25%
Working Scientifically <ul style="list-style-type: none"> Questioning and Predicting Planning Investigations Conducting Investigations Analysing Data and information Problem Solving Communicating 	60%	25%	30%	5%
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		INS11-1, 2, 3, 4, 5, 7, 9	INS11-1, 4, 5, 6, 7, 10	INS11-5.6. 8. 9. 10. 11

Year 11 Course Outcomes

INS11/12-1	develops and evaluates questions and hypotheses for scientific investigation
INS11/12-2	designs and evaluates investigations in order to obtain primary and secondary data and information
INS11/12-3	conducts investigations to collect valid and reliable primary and secondary data and information
INS11/12-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
INS11/12-5	analyses and evaluates primary and secondary data and information
INS11/12-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11/12-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose
INS11-8	identifies that the collection of primary and secondary data initiates scientific investigations
INS11-9	examines the use of inferences and generalisations in scientific investigations
INS11-10	develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
INS11-11	describes and assesses how scientific explanations, laws and theories have developed

SCIENCE

Marine Studies Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 6	Term 2 Week 6	Term 3 Week 6
Course Components		Core Module 1 (First Aid)	Core Module 4 (Humans in Water)	Core Module 5 (Marine and Maritime Employment)
Task Type		First Aid Practical and Theory Quiz	Dive Plan Depth Study	Marine and Maritime Employment Task
TOTAL MARKS	100%	35%	35%	30%
OUTCOMES ASSESSED		1.2, 2.1, 2.2, 3.1, 5.1, 5.2, 5.3	1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4, 4.1, 5.3, 5.4	1.1, 1.2, 1.4, 1.5, 2.1, 2.2, 2.3, 4.1, 4.2, 5.1, 5.3, 5.4

Year 11 Course Outcomes

1.1	relates with a respectful and caring attitude to the ocean and its life forms
1.2	identifies the roles of individuals or groups involved in maritime activities
1.3	recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course
1.4	recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea
1.5	demonstrates an awareness of the value of the ocean as a source of historical information
2.1	appreciates the importance of effective management practice
2.2	works effectively within a group
2.3	communicates information by writing reports, giving short talks and contributing to discussions
3.1	evaluates information, situations, equipment manuals and written or manual procedures
3.2	collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating graphing
3.3	generates information from data by calculating, inferring, interpreting and generalising
3.4	carries out planned research activities using appropriate measurements, observations, classification and recording skills
4.1	identifies marine vocations and a range of leisure pursuits
4.2	appreciates marine environments as sources of employment and leisure
5.1	values the rules and operating principles of marine equipment and applies them`
5.2	applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment
5.3	interprets and follows instructions, with accuracy
5.4	selects, organises, assembles, dismantles, cleans, and returns equipment

SCIENCE

Physics Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 2 Week 4	Term 3 Week 3	Term 3 Weeks 9 & 10
Course Components		Practical Investigation	Guided Depth Study	Yearly Examination
Knowledge and Understanding <ul style="list-style-type: none"> Develop knowledge and understanding of the fundamentals of Mechanics Develop knowledge and understanding of Energy 	40%	10%	10%	20%
Working Scientifically <ul style="list-style-type: none"> Questioning and Predicting Planning Investigations Conducting Investigations Analysing Data and information Problem Solving Communicating 	60%	20%	30%	10%
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		PH11- 1, 2, 3, 4, 5, 6, 7,8, 9	PH 11- 1, 2, 3, 4, 5, 6, 7, 10	PH11-1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

Year 11 Course Outcomes

Questioning and predicting PH11/12-1 develops and evaluates questions and hypotheses for scientific investigation
Planning investigations PH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information
Conducting investigations PH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information
Processing data and information PH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
Analysing data and information PH11/12-5 analyses and evaluates primary and secondary data and information
Problem solving PH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
Communicating PH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity, and acceleration
PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10 explains and analyses waves and the transfer of energy by sound, light, and thermodynamic principles
PH11-11 explains and quantitatively analyses electric fields, circuitry, and magnetism

TAS

Design and Technology Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 2 Week 3	Term 3 Week 6	Term 3 Week 9 & 10
Type of Task		Digital Technology: Wearable Technology	Information Technology: Space Hotel & Model	Yearly Exam
Knowledge and understanding of course content	40%	10%	15%	15%
Knowledge, skills and understanding in the designing, managing, producing and evaluating of design projects	60%	25%	25%	10%
TOTAL MARKS	100%	35%	40%	25%
Outcomes Assessed		P2.1, P4.1, P4.2, P4.3, P5.2, P5.3	P3.1, P4.2, P4.3, P5.1, P6.2	P2.1, P2.2, P5.3
Reporting Outcomes		P2.1, P4.1, P4.2, P4.3, P5.2, P5.3	P2.1, P2.2, P3.1, P4.2, P4.3, P5.1, P5.5, P5.3, P6.2	

Year 11 Course Outcomes

P1.1	examines design theory and practice, and considers the factors affecting designing and producing in design projects
P2.1	identifies design and production processes in domestic, community, industrial and commercial settings
P2.2	explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
P3.1	investigates and experiments with techniques in creative and collaborative approaches in designing and producing
P4.1	uses design processes in the development and production of design solutions to meet identified needs and opportunities
P4.2	uses resources effectively and safely in the development and production of design solutions
P4.3	evaluates the processes and outcomes of designing and producing
P5.1	uses a variety of management techniques and tools to develop design projects
P5.2	communicates ideas and solutions using a range of techniques
P5.3	uses a variety of research methods to inform the development and modification of design ideas
P6.1	investigates a range of manufacturing and production processes and relates these to aspects of design projects
P6.2	evaluates and uses computer-based technologies in designing and producing

TAS

Exploring Early Childhood Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 3 Week 1	Term 3 Week 8
Course Components		Baby Simulation	Behaviour Management System	Practical Exam in Class
Knowledge and understanding of Exploring Early Childhood	50%		20%	30%
Practical skills in Exploring Early Childhood	50%	30%	10%	10%
TOTAL MARKS	100%	30%	30%	40%
OUTCOMES ASSESSED		K5.1, 6.1, V1.1, 2.1	K1.4, 3.1, 4.2, 4.3, 6.2 V1.2	K1.1, 1.2, 1.3, 1.4, 1.5, 2.2, 2.4, 4.2

Year 11 Course Outcomes

Objective	Outcomes
K.1 Knowledge and understanding about the physical, social-emotional, behavioural, cognitive and language development of young children	K1.1 analyses prenatal issues that have an impact on development
	K1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
	K1.3 examines the nature of different periods in childhood — infant, toddler, preschool and the early school years
	K1.4 analyses the ways in which family, community and culture influence the growth and development of young children
	K1.5 examines the implications for growth and development when a child has special needs
K.2 Knowledge and understanding about the environmental factors that have an impact upon young children's growth and development	K2.1 analyses issues relating to the appropriateness of a range of services for different families
	K2.2 critically examines factors that influence the social world of young children
	K2.3 explains the importance of diversity as a positive issue for children and their families
	K2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
	K2.5 examines strategies that promote safe environments
K.3 Knowledge and understanding about the development and maintenance of positive behaviours and relationships with young children	K3.1 displays a willingness to respond to the individual needs of young children and families evaluates strategies that encourage positive behaviour in young children
K4. Skills in communication and interaction	K4.1 demonstrates appropriate communication skills with children and/or adults
	K4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
	K4.3 demonstrates appropriate strategies to resolve group conflict
K5. Skills in research and analysis	K5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
K.6 Skills in decision making, evaluation and reflective thinking	K6.1 demonstrates an understanding of decision-making processes
	K6.2 displays a willingness to respond to the individual needs of young children and families critically examines all issues including beliefs and values that may influence interactions with others
V.1 Respect for the individuality and uniqueness of young children and their families	V1.1 displays a willingness to respond to the individual needs of young children and families
	V1.2 interacts with children and adults in a positive non-judgemental and accepting manner
V.2. An appreciation of the value and importance of supportive and responsible relationships with young children	V2.1 appreciates the importance of facilitating responsible and supportive interactions with young children

TAS

Food Technology Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 7	Term 2 Week 7	Term 3 Weeks 9 & 10
Course Components		Food Availability and Selection	Food Quality	Yearly Examination
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in designing, researching, analysing and evaluating	30%	20%		10%
Skills in experimenting with and preparing food by applying theoretical concepts	30%		30%	
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		P1.1, 1.2, 4.2	P2.2, 3.2, 4.1, 4.4	P1.1, 1.2, 2.1, 2.2, 3.1, 4.3, 5.1

Year 11 Course Outcomes

Objectives	Outcomes
Students will develop: knowledge and understanding about food systems in the production, processing and consumption of food and an appreciation of their impact on society	P1.1 identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
	P1.2 accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
Knowledge and understanding about the nature of food, human nutrition and an appreciation of the importance of food to health	P2.1 explains the role of food nutrients in human nutrition
	P2.2 identifies and explains the sensory characteristics and functional properties of food
Skills in researching, analysing and communicating food issues	P3.1 assesses the nutrient value of meals/diets for particular individuals and groups
	P3.2 presents ideas in written, graphic and oral form using computer software where appropriate
Skills in experimenting with and preparing food by applying theoretical concepts	P4.1 selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
	P4.2 plans, prepares and presents foods which reflect a range of the influences on food selection
	P4.3 selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
	P4.4 applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
Skills in designing implementing and evaluating solutions to food situations	P5.1 generates ideas and develops solutions to a range of food situations

TAS

Industrial Technology Year 11 Assessment Schedule 2024

Timber | Multimedia | Graphics

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 2 Week 3	Term 3 Week 6	Term 3 Week 9
Course Components		Design Project 1 and Folio	Design Project 2 Folio and Industry Study	Yearly Examination
Knowledge and understanding of course content	40%	15%	15%	10%
Knowledge and skills in management, communication and production of projects	60%	20%	25%	15%
TOTAL MARKS	100%	35%	40%	25%
OUTCOMES ASSESSED		P1.2, 2.1, 3.1, 3.2, 4.1, 5.1, 6.1	P1.1, 2.2, 3.3, 4.2, 4.3, 5.2, 6.2, 7.2	P1.1, 1.2, 2.1, 6.1, 6.2, 7.1, 7.2

Year 11 Course Outcomes

P1.1	describes the organisation and management of an individual business within the focus area industry
P1.2	identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
P2.1	describes and uses safe working practices and correct workshop equipment maintenance techniques
P2.2	works effectively in team situations
P3.1	sketches, produces and interprets drawings in the production of projects
P3.2	applies research and problem-solving skills
P3.3	demonstrates appropriate design principles in the production of projects
P4.1	demonstrates a range of practical skills in the production of projects
P4.2	demonstrates competency in using relevant equipment, machinery and processes
P4.3	identifies and explains the properties and characteristics of materials/components through the production of projects
P5.1	uses communication and information processing skills
P5.2	uses appropriate documentation techniques related to the management of projects
P6.1	identifies the characteristics of quality manufactured products
P6.2	identifies and explains the principles of quality and quality control
P7.1	identifies the impact of one related industry on the social and physical environment
P7.2	identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

TAS

Software Engineering - Year 11 Assessment Schedule 2024

ASSESSMENT COMPONENT	SYLLABUS WEIGHTING	TASK 1	TASK 2	TASK 3
Date of Task		Term 1 Week 10	Term 3 Week 6	Term 3 Weeks 9 & 10
Course Components		Mechatronics Task	Programming Task	Exam
Knowledge and understanding of course content	50%	10%	20%	20%
Knowledge and skills in the design and development of software solutions	50%	20%	20%	10%
TOTAL MARKS	100%	30%	40%	30%
OUTCOMES ASSESSED		SE11-03, 11-05, 11-06, 11-07	SE11-01, 11-02, 11-08, 11-09	All outcomes

Year 11 Course Outcomes

SE11.01	Describes methods used to plan, develop and engineer software solutions.
SE11.02	Explains how structural elements are used to develop programming code.
SE11.03	Describes how current hardware, software and emerging technologies influence the development of software engineering solutions.
SE11.04	Applies safe and secure practices to collect, use and store data
SE11.05	Describes the social, ethical and legal implications of software engineering on the individual, society and the environment
SE11.06	Applies tools and resources to design, develop, manage and evaluates software
SE11.07	Implements safe and secure programming solutions
SE11.08	Applies language structures to refine code
SE11.09	Manages and documents the development of a software project

**VOCATIONAL
EDUCATION
TRAINING (VET)
COURSE
ASSESSMENT
SCHEDULES 2024**



School Name: Wadalba Community School

Student Assessment Schedule

COURSE: Preliminary Business Services 2024

Assessment Tasks for Certificate III in Business BSB30120		Cluster 1	Cluster 2	Cluster 3	Yearly Exam (Optional)
		Let's get tech savvy	Organising business safety	Working in industry	
		Week: 7 Term: 1	Week: 7 Term: 2	Week: 6 Term: 3	
Assessment due					Week: 9+10 Term: 3
Code	Unit of Competency				
BSBTEC201	Use business software applications	X			
BSBTEC202	Use digital technologies to communicate in the work environment	X			
BSBWHS311	Assist with maintaining workplace safety		X		
BSBINS302	Organise workplace information		X		
BSBXCM301	Engage in workplace communication			X	
BSBOPS201	Work effectively in business environments			X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

* Examinable units to be confirmed by teacher.

The assessment components in this course are competency based. Students need to demonstrate that they have gained and can apply the specific knowledge and skills each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent".

School Name: Wadalba Community School

Student Competency Assessment Schedule

COURSE: Preliminary Construction
2024
Training Package CPC Construction, Plumbing and Services Training Package

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1	Task 2	Task 3	Task 4	Exam (Optional)
			White Card	Work safe, stay safe	Working it out	Project Planning	
Assessment due			Week: 5 Term: 1	Week: 6 Term: 1	Week: 10 Term: 1	Week: 5 Term: 2	Week: 9 + 10 Term: 3
Code	Unit of Competency	HSC Examinable Unit					
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	X		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	X			X		
CPCCOM2001	Read and interpret plans and specifications	X				X	
CPCCOM1013	Plan and organise work	X				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent". A course mark is not allocated.



School Name: Wadalba Community School

Student Competency Assessment Schedule

COURSE: Preliminary Retail Services 2024

Assessment Tasks for Certificate III in Retail SIR30216		Cluster A	Cluster B	Cluster C	Yearly Exam (Optional)
		Safety	Customer Service: You in Retail	Are You Being Served?	
		Week: 6 Term: 1	Week: 6 Term: 2	Week: 6 Term: 3	
Code	Unit of Competency				HSC Examinable Units of Competency
SIRXWHS002	Contribute to workplace health and safety	X			
SIRXCEG001	Engage the customer		X		
SIRXCOM002	Work effectively in a team		X		
SIRXCEG002	Assist with customer difficulties			X	
SIRXCEG003	Build customer relationships and loyalty			X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate III in Retail SIR30216** or a **Statement of Attainment towards a Certificate III in Retail SIR30216**.

Schools will schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”. A course mark is not allocated.

School: Wadalba Community School

Student Competency Assessment Schedule

COURSE: Preliminary - Sport Coaching 2024

Assessment Tasks for SIS30521 Certificate III in Sport Coaching Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. Assessment Due:		Task 1	Task 2	Task 3a	EXAM (Optional)
		Tournament Time	The Community Coach	Elective 1 – Officiating in Sport	
		Week: 2 Term: 2	Week: 8 Term: 3	Week: 2 Term: 4	
Code	Unit of Competency				
HLTWHS001	Participate in workplace health and safety	X			
SISXIND006	Conduct sport, fitness and recreation events	X			
SISSSCO002	Work in a community coaching role		X		
SISSSCO005	Continuously improve coaching skills and knowledge		X		
SISSSOF002	Continuously improve officiating skills and knowledge			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Sport Coaching-Certificate III, SIS30521 or a Statement of Attainment towards a Certificate II in Sport Coaching SIS305121.

* This course is not HSC Examinable.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases other descriptive words may be used leading up to “competent”.

School Name: Wadalba Community School

Student Competency Assessment Schedule

COURSE: Preliminary Hospitality- SIT Tourism, Travel and Hospitality 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i> Assessment Due:		Task 1	Task 2	Yearly Examination (Optional) Week: 9+10 Term: 3 HSC Examinable Units of Competency
		Safety in the kitchen	Service Please	
		Week: 9 Term: 2	Week: 5 Term: 3	
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

*** Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent".



School Name: Wadalba Community School

Student Competency Assessment Schedule

COURSE: Preliminary Cookery 2024

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. Assessment Due:		Task 1	Task 2
		Safety in the kitchen	Service Please
		Week: 9 Term: 2	Week: 5 Term: 3
Code	Unit of Competency		
SITXFSA005	Use hygienic practices for food safety	X	
SITXWHS005	Participate in safe work practices	X	
SITXFSA006	Participate in safe food handling practices	X	
SITHCCC025	Prepare and present sandwiches	X	
SITXCOM007	Show social and cultural sensitivity		X
SITXCCS011	Interact with customers		X

Yearly Examination (Optional)
Week: 9+10 Term: 3

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

* Examinable units to be confirmed by teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent".

School Name: Wadalba Community School

Student Competency Assessment Schedule

COURSE: Entertainment Industry 2024

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. Assessment Due:		Task 1	Task 2	Task 3	Task 4	Yearly Examination (Optional) Week: 9+10 Term: 3
		White card	Plan a career *	Safe and Sound	Bump in the Light	
		Week: 8 Term: 1	Week: 10 Term: 4	Week: 4 Term: 2	Week: 1 Term: 4	
Code	Unit of Competency					
CPCCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				
CUAIND314	Plan a career in the creative arts industry		Prior to WPL			
CUAWHS312	Apply work health and safety practice			X		
CUASOU331	Undertake live audio operations			X		
CUALGT311	Operate basic lighting				X	
CUASTA212	Assist with bump in and bump out of shows				X	

* Task 2 - Plan a career is not to assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

* Examinable units to be confirmed by teacher.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases other descriptive words may be used leading up to "competent".

2024 YEAR 11 COURSE ASSESSMENT CALENDAR

	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024
Week 1		Chemistry Sport Lifestyle & Recreation	Legal Studies Society & Culture Studies of Religion Exploring Early Childhood	Year 12
Week 2		Sport Lifestyle & Recreation Visual Arts	Chemistry Visual Arts	Year 12
Week 3		Design and Technology Earth & Environmental Science Industrial Technology Sport Lifestyle & Recreation	Business Studies CAFS Investigating Science Physics	Year 12
Week 4	Studies of Religion	Biology CAFS Physics Sport Lifestyle & Recreation	Earth & Environmental Science PDHPE	Year 12
Week 5		Investigating Science Sport Lifestyle & Recreation	Geography	Year 12
Week 6	Marine Studies Sport, Lifestyle & Recreation	Marine Studies Sport Lifestyle & Recreation	Ancient History Design and Technology English – Extension 1 English - Studies Industrial Technology Marine Studies Software Engineering Sport, Lifestyle & Recreation	Year 12
			FRIDAY – NON-ASSESSMENT PERIOD	
Week 7	Food Technology Society & Culture	Food Technology Mathematics – Advanced Music 1 Sport Lifestyle & Recreation	NON-ASSESSMENT PERIOD	Year 12
	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024

2024 YEAR 11 COURSE ASSESSMENT CALENDAR – CONTINUED -

	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024
Week 8	Biology Business Studies	Sport Lifestyle & Recreation	MONDAY TO THURSDAY NON-ASSESSMENT PERIOD	
			Exploring Early Childhood	Year 12
Week 9	Dance English - Studies Geography Mathematics - Advanced Mathematics – Standard Maths in Trade Music 1 PDHPE	Drama English – Studies Language – Spanish Beginners Mathematics Extension 1 Mathematics – Standard 1 & 2 Pathway Sport Lifestyle & Recreation	YEARLY EXAMINATIONS	Year 12
Week 10	Ancient History Drama English – Standard English – Advanced English – Extension 1 Exploring Early Childhood Language – Spanish Beginners Legal Studies Mathematics - Extension 1 Mathematics – Standard 1 & 2 Pathway Modern History Software Engineering	Dance English – Standard English – Advanced English – Extension 1 Mathematics – Standard Maths in Trade Modern History Physics	YEARLY EXAMINATIONS	Year 12
NOTE: VET Assessment events are not included. Please see VET Schedules in pages 55-61				
	Term 1 2024	Term 2 2024	Term 3 2024	Term 4 2024

APPENDIX 1: LEARN HOW TO ACKNOWLEDGE YOUR SOURCES OF INFORMATION

The Golden Rule: Make sure your assignments are referenced correctly

Referencing allows you to acknowledge the contribution of other writers in your work. Whenever you use words, ideas or information from other sources in your assignments, you must cite and reference those sources.

Why Reference?

Inaccurate references or, worse still, no references at all can be regarded as plagiarism. All university assignments must contain references; an unreferenced assignment implies every word, idea and fact is your own work. Referencing is a way to provide evidence to support the assertions and claims in your own assignments. By citing experts in your field, you are demonstrating the extent of your reading and research. Referencing is also a way to give credit to the writers from whom you have borrowed words and ideas.

References should always be accurate, allowing your readers to trace the sources of information you have used. The best way to make sure you reference accurately is to keep a record of all the sources you used when reading and researching for an assignment.

Referencing Methods

There are several different referencing methods. Short referencing guides for three commonly used styles:

1. the Oxford (footnote/bibliography) <https://student.unsw.edu.au/footnote-bibliography-or-oxford-referencing-system>
2. the Harvard (in-text) method <https://student.unsw.edu.au/harvard-referencing>
3. the APA (American Psychological Association) <https://student.unsw.edu.au/apa>

Commonwealth Style Guides for other referencing systems are available at many libraries and bookshops.

Follow the referencing style recommended by your faculty. Many faculties or schools within the University offer guides indicating how referencing should be done. Check with your lecturer or tutor about their preferred method.

Acknowledge ALL Your Sources

Academic books are not the only sources that require acknowledgement. ANY words, ideas or information taken from ANY source requires a reference.

What kind of information should I reference?

Reference when you are using words or ideas from:	No need to reference:
<ul style="list-style-type: none">• books and journal articles;• newspapers and magazines;• pamphlets or brochures;• films, documentaries, television programs or advertisements;• web pages or computer-based resources;• letters or emails;• personal interviews;• lecturers or tutors (This isn't always necessary, but check with your lecturer or tutor about their preferences before you draw on their ideas);• reference when you reprint any diagrams, illustrations, charts or pictures.	<ul style="list-style-type: none">• when you are writing your own observations or experiment results (for example, a report on a field trip);• when you are writing about your own experiences (for example, a reflective journal);• when you are writing your own thoughts, comments or conclusions in an assignment;• when you are evaluating or offering your own analysis;• when you are using 'common knowledge' (facts that can be found in numerous places and are likely to be known by a lot of people) or folklore;• when you are using generally accepted facts or information (this will vary in different disciplines of study. If in doubt, ask your tutor).

Learn how to incorporate the work of others into your own work

In addition to knowing the rules for referencing your sources, and knowing what to reference, you also need to understand how to effectively integrate material in your writing. Knowing how to quote correctly from a source, and how to paraphrase and summarise the words and ideas of others can help you avoid plagiarism.

Writing in your own words: Summarising and Paraphrasing

You can integrate evidence/ source material into your assignments by summarising and paraphrasing. Summaries and paraphrases offer alternatives to using direct quotations.

- A summary is an overview of a source, condensing it to its most important ideas.
- A paraphrase is usually a short section of text. It retains the meaning but uses different words.

Summarise or paraphrase in your own words and sentence patterns. Follow with a reference. However, just changing one or two words does not make a paraphrase; you must digest the ideas, understand them, and write them in your own words and phrasing.

Why writing in 'your own words' is important

Expressing information or ideas in your own words (by paraphrasing or summarising) demonstrates that you have understood, absorbed, and interpreted information. It also helps you to develop your writing style. If your work is only made up from copied material you are likely to be penalised by your lecturers.

Use Quotations

A quotation is an exact reproduction of spoken or written words. When you want to reproduce someone's exact words in your work:

1. Present them between quotation marks and follow them with a citation.
2. Use quotation marks even when you borrow a phrase or a single, special word from another source.
3. Always include page numbers in your reference.

It can be helpful to introduce a quotation or paraphrase by using the author's name. This is known as Strong Author Referencing. For example, you can write, "According to White" followed by a quotation from White or your paraphrase or summary of White's ideas.

Learn to make effective notes from sources

Students often plagiarise unintentionally when they take 'word-for-word' notes from sources and then simply reproduce these in their assignments. To make sure that you don't accidentally plagiarise, take notes carefully. Develop a system to distinguish between what you have copied directly from a source, what you have noted in your own words, and your own comments about the material.

When you take notes from a source of information, use the split-page method: Divide your page into 3 columns.

- Write the notes from a source in the **first** column
- Record the page number(s) in the **second** column
- The third column is where you write your comments, questions or ideas about the information. This allows you to distinguish between your ideas and the author's.

Example: Page Layout for Notetaking

Bibliographic Details of the source		
Your notes from the source	Page no.	Your comments, questions or ideas about the information

Before you begin to take notes, record the bibliographic information for the source at the top of the page. Carefully note which source the material comes from and all the information needed for referencing that source. You won't want to try to retrace your path to an Internet site or run back to the library the night before your paper is due just because you forgot to write down the necessary information the first time!

When taking notes from a source, try to write in your own words. Cover the original source, then relying on your memory, write a summary or paraphrase. Check your version with the original for accuracy and any phrases you may have accidentally reproduced. Put any unique words or phrases that you can't change into quotation marks. If you copy down the exact words from a source, make sure they are between quotation marks.

Use 'in-text' referencing in your notes. During note-taking, develop the habit of concluding each paragraph with the author's name and the page number between brackets. This will help you reference the information when you use it in an assignment.

See The Learning Centre's guide to Taking Notes From Your Reading
<https://student.unsw.edu.au/notemaking-written-text>

References

- Carroll, J., A Handbook for Deterring Plagiarism in Higher Education, 2002, Oxford Centre for Staff and Learning Development, Oxford.
- Davis, U. C., University of Southern California, Avoiding Plagiarism: Mastering the Art of Scholarship <http://sja.ucdavis.edu/avoid.htm> 25 October, 2001.
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- Purdue University Online Writing Lab, Avoiding Plagiarism
http://owl.english.purdue.edu/handouts/research/r_plagiar.html
- Westphal, D., Plagiarism, St. Cloud State University, St. Cloud
<http://leo.stcloudstate.edu/research/plagiarism.html> 10 August, 2000

APPENDIX 2: CHEATING

This is copying another student's work during an examination task or bringing material into an examination to aid in answering the paper. Students caught cheating will receive no marks for their work. Parents will be informed of the reason for this penalty.

Students are expected to work in such a way that their work is not obvious to another student. Students who allow another student to copy their work are given the same penalty as the person cheating.

APPENDIX 3: DISRUPTION TO EXAMINATIONS AND ASSESSMENT TASKS

Students are expected to work on their task or examination in such a way that the learning of others is not disrupted. Actions such as – making noises, tapping pens, asking to leave the examination room and talking are examples of inappropriate behaviour. Such actions are likely to result in a zero grade for the task due to malpractice.

APPENDIX 4: MISADVENTURE FORM

This form is also available from the classroom teacher.

Wadalba Community School

Illness/Misadventure/Extension Form



Section I – Parent and student to complete

Assessment Task:			
Student's name:		Date	
Subject:		Class Teacher:	
Type of Task		Date Scheduled:	

Tick	Reasons for Application (please detail below and provide supporting evidence)
<input type="radio"/>	Late to class on the day of the Assessment Task
<input type="radio"/>	Extension due to illness on day of Assessment Task
<input type="radio"/>	Absence from Assessment Task due to exceptional circumstances (<i>submit at least one week before</i>)
<input type="radio"/>	Other commitment on day of an Assessment Task (<i>submit at least one week before due date</i>)
<input type="radio"/>	Absent from Assessment Task, or absent when an Assessment Task is due because of illness or exceptional circumstances (<i>submit first day back</i>)

Reason for failure to meet requirements:			
<p>Detailed reason for absence (e.g family death, illness or injury details, holiday, transport concerns)</p> <p>For how long were you impacted? Provide specific dates.</p>			
Evidence Attached? <i>Please staple to the back of this form</i>			
<input type="radio"/>	Doctors Certificate	<input type="radio"/>	Signed statutory declaration
<input type="radio"/>	Parent letter (only allowed for Years 7 -9)		
Student Signature:		Date:	
Parent Signature:		Date:	

Section II – Resolution Decision (Head Teacher to complete)

<input type="radio"/>	Application Upheld	<input type="radio"/>	Application declined
Head Teacher Comments			
Class Teacher Signature:		Date:	
Head Teacher Signature:		Date:	

Only complete Page 2 if making an appeal on the initial Illness / Misadventure / Extension

Section III – Appeal of Head Teacher Decision (Student / Parent to complete)

Please state the reason for the appeal of the original decision (Student / Parent to complete) and support with new evidence

Comment and reason for appeal

Student Signature:		Date:	
Parent Signature:		Date:	

Section IV – Appeal Resolution Decision (Deputy Principal to complete)

<input type="radio"/>	Appeal Upheld	<input type="radio"/>	Appeal declined
<u>Comments – Appeal Panel Decision</u>			
Refer to Assessment Appeal Panel	YES <input type="radio"/> tick	NO <input type="radio"/> tick	

Head Teacher Signature:		Date:	
Deputy Principal Signature:		Date:	
NESA Contact:		Date:	
Year Advisor:		Date:	
Head Teacher:		Date:	


APPENDIX 5: STUDENT AGREEMENT FORM

Receipt of Assessment Policy and Procedures

- A copy of this Assessment Policy and Procedures 2024 has been emailed to each student and carer at the commencement of the new year.
- A copy of this Policy can also be found on our school website under “handbooks” and under “Rules and Policies”.
- I understand that it is my responsibility to read, understand and follow the procedures for assessment set out within, and to seek help from my class teacher and/or Head Teachers and/or if I have any difficulty meeting my obligations.
- I understand that the Assessment Schedule overview for my courses are found in the relevant cohort curriculum handbook (<https://wadalba-c.schools.nsw.gov.au/about-our-school/handbooks.html>).
- The school will provide a detailed assessment notification form to students at least 2 weeks prior to the date of submission of an assessment.

Please reply to the School Bytes email to acknowledge your receipt of the “Year 11 RoSA Assessment Handbook”.

APPENDIX 6: SAMPLE WCS ASSESSMENT TASK PROFORMA

	202... YEAR ... SUBJECT Assessment Task # Assessment Task Title		
TASK DESCRIPTION: To demonstrate your knowledge and understanding of the TBA unit of work, you will...			
TASK WEIGHTING	TBA %	TOTAL MARKS	TBA
OPTIONAL DRAFT DUE DATE: <ul style="list-style-type: none"> • CLASS1: • CLASS2: • CLASS3: • CLASS4: • CLASS5: • CLASS 6: • CLASS7: • CLASS8: • CLASS9: • CLASS10: 		FINAL SUBMISSION DUE DATE: <ul style="list-style-type: none"> • CLASS1: • CLASS2: • CLASS3: • CLASS4: • CLASS5: • CLASS 6: • CLASS7: • CLASS8: • CLASS9: • CLASS10: 	
<ul style="list-style-type: none"> • MODE OF SUBMISSION DRAFT ASSESSMENT TASK: • MODE OF SUBMISSION FINAL ASSESSMENT TASK: 			
SYLLABUS OUTCOMES ASSESSED: <ul style="list-style-type: none"> • • • 			
ASSESSMENT CRITERIA - YOU WILL BE ASSESSED ON YOUR ABILITY TO: <ul style="list-style-type: none"> • • • 			

Marking Criteria Option 1

Grade	Mark	Assessment Task Title Marking Criteria
A	-	• • •
B	-	• • •
C	-	• • •
D	-	• • •
E	-	• • •
	0	• Not attempted or plagiarised.

Marking Criteria Option 2

Assessment Task Title Marking Criteria					
Syllabus Outcome	A	B	C	D	E
	Total Marks: ?/?		Final Grade: A: ?-? B: ?-? C: ?-? D: ?-? E: ?-?		

Marking Criteria Option 3

SYLLABUS OUTCOME:		MARKS
• • •		? - ? A
• • •		? - ? B
• • •		? - ? C
• • •		? - ? D
• • •		? - ? E
Total Marks: ? / ?		Final Grade: A: ? - ? B: ? - ? C: ? - ? D: ? - ? E: ? - ?

APPENDIX 7: ASSESSMENT SIGN-ON SHEET



Assessment Sign-On Sheet

Subject:				Teacher:			
Task Number / Task Title:				Due Date:			
Task Weighting:				Year Group / Class:			
Student Name		Task Submission		Task Completion		Change of Assessment Date Notification	
		Student Signature	Date Task Received	Task Submitted	Task Returned & Feedback Received	New Due Date: _____ DP Approval: _____	
						I have received written notification of the altered / changed date that the above assessment task is due.	
		Student initial			Date change notification received		
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
13							

14							
15							
	Student Name	Task Submission		Task Completion		Change of Assessment Date Notification	
		Student Signature	Date Task Received	Task Submitted	Task Returned & Feedback Received	New Due Date: _____	
						I have received written notification of the altered / changed date that the above assessment task is due.	
						Student Initial	Date change notification received
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							

APPENDIX 8: ASSESSMENT TASK CHECK



ASSESSMENT TASK CHECK

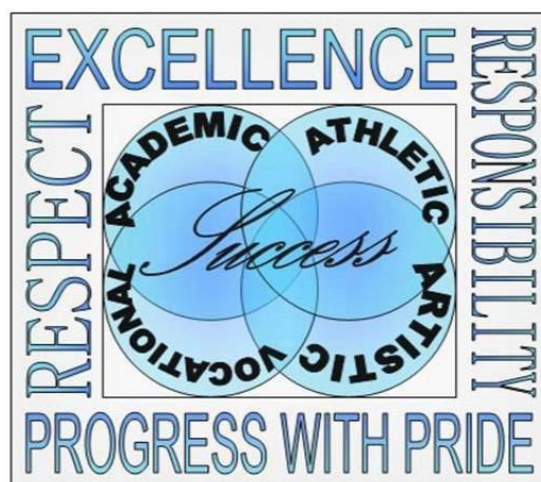
SUBJECT: _____

FACULTY: _____

TEACHER: _____

TASK NAME AND NUMBER	ADDED TO CALENDAR	HT CHECK (include date)	DP CHECK (include date)	CHANGE REQUIRED Y/N	FINAL DP CHECK	COMMENTS

NB: If a task is completed by students without the final approval of the relevant DP it will be considered void and will need to be redone



Wadalba Community School