



CANTERBURY GIRLS^{HIGH} SCHOOL



YEAR 11 ASSESSMENT POLICY & SCHEDULE 2019



YEAR 11 ASSESSMENT POLICY HANDBOOK 2019

To the Student:

This booklet contains important information about your Stage 6 Year 11 Assessment which will occur throughout Terms 1, 2 and 3, 2019. Your Year 11 Assessment Tasks will commence in Term 1, 2019.

It is your responsibility to familiarise yourself with each relevant course schedule and to seek clarification from your class teacher or the Head Teacher of that course before the task is attempted.

You are expected to attempt ALL assessment tasks as required and be present for any examination timetabled as part of the assessment program. You are also required to complete other assigned work, such as homework, assignments, work placements or fieldwork which may not be part of the actual assessment program but which is still vital for you to achieve the outcomes of each course.

A calendar is provided on the next page to map your assessment tasks. You are advised to complete this calendar using the assessment notifications provided and by accessing the Student Assessment Calendar via the Student intranet and school's website. This is a simple tool that will assist you for planning your study purposes and ensuring your tasks are completed by the due dates.

Items which should be included in your calendar:

- Hand-in and In-Class tasks as per schedules
- Work Placements (for students enrolled in VET or TVET courses)
- Fieldwork
- Practical Assessment Tasks and Milestones
- Key tasks assigned by your teacher which are not assessable but are still required to hand-in
- Other commitments which may impact on your time to complete assigned work and assessments

The Principal is required to certify to the NSW Education Standards Authority (NESA) that you have satisfactorily completed each course you are studying.

Remember that it is your responsibility to keep this Handbook, to refer to it when necessary and be familiar with all of its contents.

I would like to wish you a very successful Year 11 and hope that every student will achieve her Personal Best!

Ms. Spiridoula Dervenis-Loupos
Head Teacher Teaching and Learning

27 January 2019

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Year 11 Assessment Task Planner and Calendar

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

Year 11 Record of School Achievement Certificate

The Record of School Achievement (RoSA) is the credential for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). These students will receive a cumulative credential called the Record of School Achievement (RoSA).

As part of the RoSA, schools award students grades based on their achievements in the Stage 5 and Stage 6 Year 11 courses they complete.

Schools are responsible for awarding each student studying and completing a Stage 6 Year 11 course with a grade (A, B, C, D or E) to represent the student's achievement (except Life Skills courses and VET). The grade is reported on the student's Record of School Achievement.

Assessment Using a Standards-Referenced Framework

All Year 11 students undertake a program of assessment tasks. These tasks are conducted throughout Year 11 and each has a weighting determined by the school within guidelines provided by the NESA. School-based assessment tasks are linked to standards because the tasks focus on outcomes, they are valid instruments for what they are designed to assess, and where appropriate, the marking guidelines are related to the wording of the outcomes and the performance standards.

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

Measuring achievement at several points during the course can provide a better indication of student achievement than a single, final measure on its own as:

- multiple measures generally give a more accurate measure of each student's achievement
- this caters for any knowledge and skills outcomes that are better assessed in specific settings or at specific times (for example research, fieldwork or practical skills).

At the end of the course the marks for each task are aggregated using appropriate weightings previously published in the school's assessment policy to arrive at a final assessment mark for each student. These assessment marks provide a rank order of students and show relative differences between students' performances.

Assessment tasks are marked by one or more common markers. This ensures the Standards-Reference Framework developed for each task has been consistently applied to the candidature in that course. The fact that all assessment tasks have been assessed by common markers ensures marks are fairly and consistently allocated to students.

The Allocation of Grades

The school awards each student who completes a Year 11 Course (except Life Skills and VET courses) a grade to represent that student's achievement. The grade is reported on the student's HSC Record of Achievement using the following process.

1. Establish an assessment program that consists of a number of assessment activities.
2. Ensure that the assessment activities cover the full range of outcomes.
3. Determine the weightings or relative importance of each activity.
4. Award marks for each completed activity.
5. Combine the marks awarded in each activity to obtain a total mark for each student.
6. On the basis of these marks, determine the order of merit for the group.
7. Refer to the course performance descriptors to relate the order of merit to grades awarded.
8. Review the grade awarded to each student to make sure that no anomaly has occurred. The order of merit obtained by the summation of marks may require adjustment after consideration of students' achievement at or near each grade cut-off.

Teachers follow a process of 'moderation' to ensure that grades awarded are consistent with published standards. This means that the grade a student receives in one school can be compared to the same grade anywhere in NSW.

Teachers moderate their judgements by comparing work samples for their students with samples aligned to grades A to E. To strengthen the consistency of teachers' professional judgements in relation to state-wide standards, subject teachers keep student work samples and corresponding assessment tasks representing the upper, middle and lower range of achievement. Each of these work samples demonstrates performance towards the end of the year that is typical of the student(s) awarded a particular grade (A to E) by the school.

Common Grade Scale for Year 11 Courses

The Common Grade Scale shown below should be used to report student achievement in Year 11 in all NSW schools. The Common Grade Scale describes performance at each of the five grade levels.

- | | |
|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A | The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information. |
| B | The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information. |
| C | The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner. |
| D | The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. |
| E | The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas. |

Year 11 Requirements

1. Student Obligations

Students are obliged to:

- Attend all lessons
- Hand in all assessment tasks on the day and time they are due
- Make a serious attempt at all assessment tasks
- Hand work in on time to avoid penalties
- Provide evidence for missed tasks (e.g. Doctor's Certificate) and complete an Illness/Misadventure form.

2. School's Obligations

The school is obliged to:

- Provide written notice 10 school days before the due date of:
 - assessment components and weighting
 - the nature of each assessment task
 - duration and time of each task
 - the mark value of each task
 - course outcomes being assessed.

3. Application

Satisfactory application is essential for the award of a Year 11 Record of School Achievement (RoSA) Certificate. The Principal must certify as to whether students have applied themselves at school to a degree that warrants the award of this Certificate. In determining this judgement, the Principal will take into account the degree of effort shown by students and their attitude towards their studies.

Determinations regarding satisfactory completions are decisions which affect the award of the RoSA. Determinations regarding individual courses are made in terms of the requirements for satisfactory completion by the Head Teacher responsible for that course.

In circumstances where overall application is unsatisfactory, no record of the RoSA will be issued.

4. Completion of Course Requirements

Students must have satisfactorily completed course totalling at least 12 units in Year 11 in order to progress to the Year 12 coursework.

A student will be considered to have satisfactorily completed a course if, in the school's view, there is sufficient evidence that the student has, by **effort and application**, achieved the desired student outcomes of the various syllabuses as laid down by the NESA.

If such evidence does not exist, the school MUST apply an 'N' determination for that course.

In determining what constitutes satisfactory completion, you will not be considered to simply 'pass' or 'fail' based on some minimum acceptable achievement nor will you be regarded as satisfactory if you do no more than attend regularly. Account is taken of both your application and the degree of achievement of NESA's objectives and outcomes of the course.

If a student has not engaged in an acceptable level of class or assessment work, they CANNOT be regarded as satisfactorily completing that course as they are not achieving course outcomes.

Also, students may be judged not to have satisfactorily completed a course if there is sufficient evidence of:

- omission to a significant degree, of experiences which are integral requirements of the syllabus. e.g. assignments, work placement, field studies, practical work, participation In Class

- preparation so insubstantial that poor examination performance is likely to result
- failure to make a genuine attempt at assessment tasks which contribute more than 50% of the available marks. If you score zero in a particular task it is matter for your teacher's professional judgement whether the attempt is a genuine one.

5. Completion of Assessment Tasks

Students are expected to undertake ALL assessment tasks set in the period timetabled for your course. This includes practicals, work placements, examinations, and hand-in tasks.

5.1 Requirements

To meet minimum NESA requirements, students must:

- undertake tasks which contribute in excess of 50% of the available marks for that course; and
- complete non-assessable tasks worth more than 50% of the available marks to be considered to have satisfactorily completed a course

It is emphasised that completion of tasks totalling exactly 50% is NOT sufficient. Failure to comply with these rulings is considered as unsatisfactory completion.

If a student does not comply with the above requirements in any course a moderated assessment mark or examination mark for that course will not apply and an N determination will be applied. In the case of Extension 1 or Extension 2 courses, if the assessment requirements are not met for the common component (2 unit or Extension 1), then a student will not receive a result in the course at all.

5.2 Electronic Presentation of Tasks

Unless otherwise specified, all tasks and assessments are to be submitted as a hard copy. Electronic presentation of a tasks must be at the discretion of the Head Teacher of the course.

In the event of an electronic submission of a task, save a back-up copy of the task on a usb or school network or other device.

In the event that a task is required to be presented electronically and there is a computer failure, the student must contact the Head Teacher immediately. In support of their claim, students must be able to present a back-up copy of the task at the first available opportunity and / or other supporting evidence showing progress made in relation to the task.

6. Submission of Assessment Tasks, Malpractice, Breaches of Assessment Procedures and Illness/Misadventure

6.1 Submission of Assessment Tasks

- 6.1.1 Students will be issued with an Assessment Schedule, as part of this policy, showing the proposed assessable tasks in all subjects, including the task name and week for completion.
- 6.1.2 Notice will be given for each specific task. Details of the task will be given by class teachers. Two weeks' notice will be given for variations to the published Assessment Calendar or content of tasks.
- 6.1.3 Students are expected to undertake ALL assessment tasks set in the period timetabled for your course. This includes practicals, tests and hand in tasks.
- 6.1.4 No assessable task will be set for submission on the last day of the term, although students may be required to complete practical tasks and hand in associated materials.

- 6.1.5 All executive staff will monitor the Assessment calendars to ensure task due dates are distributed to support students' learning. Whilst every effort will be made to manage the assessment load for students, there is NO maximum number of tasks that a students could be asked to undertake or hand in on a single day.

6.2 Late Submission of Assessment Tasks

If an assessable task has to be submitted and a student fails to do so by the specified date, a mark of 0 will be given, unless a Medical/Misadventure Certificate giving acceptable reasons is given to the teacher, Head Teacher or the Deputy Principal, on the morning of the first day of the student's return to school and an Illness/Misadventure form completed.

If a student fails to hand in an assessable task before a holiday period, a mark of 0 will be given unless evidence is provided. Parent letters and Medical/Misadventure Certificates are necessary if medical reasons are given for late submission. They must be produced on the morning of the first day of the student's return and an Illness/Misadventure application completed. If a student misses scheduled classes or arrives late on an assessable task day without a valid reason, a mark of 0 will be given. Students cannot absent themselves from class to prepare for tasks. This will result in a mark of 0 being given.

6.3 Non Submission of Assessment Tasks

- 6.3.1 A mark of 0 will be given for non-submission of an assessable task.
- 6.3.2 If a student does not submit or present assessment tasks totalling at least 50% of the final Assessment mark of a course neither the examination mark nor the assessment mark will be reported for that course.
- 6.3.3 Written notification (N-Warning) will be given of each occurrence of a zero assessment mark.

6.4 Non Attendance at an Examination, Field Study, VET Work Placement or Practical Assessment

- 6.4.1 If a valid reason (see below 6.6) is given for non-attendance (illness or approved leave) then students may be issued with a substitute task, and assessed on their performance in that task. Failure to complete a substitute task will mean a zero mark will be given.
- 6.4.2 In exceptional circumstances, where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate, the task will be removed from a student's assessment schedule, and the completed assessment marks converted to a mark out of 100.
- 6.4.3 If a student is late for an examination, practical or examination, no extra time will be given except in extraordinary circumstances and an Illness / Misadventure application has been lodged with the relevant Head Teacher.
- 6.4.4 If no valid reason for non-attendance is given, a mark of 0 will be awarded.
- 6.4.5 If a student misses scheduled classes before an assessable test, without a valid reason, a mark of 0 will be awarded. (This includes Extension classes scheduled outside normal periods).
- 6.4.6 In the event of work placement, the student will be required to complete the required hours on an alternative date as arranged in consultation with the VET Teacher and VET Coordinator.

6.5 Malpractice During an Examination or Assessment Task

- 6.5.1 If a student cheats during assessable tasks or examinations, home assignments, essays, projects or tests, a mark of 0 will be awarded.
- 6.5.2 If a student submits a prepared task, which her teacher believes is not entirely the student's own work, the student may be required to reproduce the work under examination conditions. Failure to do so will result in a mark of 0.
- 6.5.3 Cheating includes plagiarism. See section 4.8 for additional information.

6.6 Valid Reasons for Late Submissions, Non Attendance, Lateness

6.6.1 Medical reasons i.e. Illness verified by a medical certificate from a health professional.

6.6.2 Non-Medical Reasons: leave approved only by the Principal, attendance at Court etc. – to be verified by Deputy Principal.

6.7 Illness/Misadventure

The following applies to the non-completion of assessment tasks due to illness and/or misadventure for Year 11:

1. All students are required to comply with the school's assessment policies as outlined in the assessment handbooks for school Year 11 Higher School Certificate students.
2. Students may be prevented from completing an assessment task on time, or completing an assessment to a standard commensurate with their ability, due to them experiencing Illness/Misadventure.
3. A student may lodge an Illness/Misadventure Appeal form in support of any assessment task not completed or adversely affected by Illness and/or Misadventure. Note: Illness/Misadventure does NOT cover:
 - difficulties in preparation
 - alleged deficiencies in tuition
 - family celebrations / commitments
 - loss of study time prior to the formal study vacation
 - misreading the examination timetable
 - misreading of examination instructions, and,
 - long-term illness such as glandular fever, asthma and epilepsy unless there is evidence of a sudden reoccurrence during the examination period.
4. To complete an Illness/Misadventure application students must:
 - Ring the Head Teacher on the morning of the task, and let them know you are going to miss the assessment task and why.
 - Visit the Head Teacher on the morning of your first day back at school and request an Illness/Misadventure form
 - Complete the Illness/Misadventure form that night and have your parents sign it
 - Attach any medical certificate or supporting documentation (e.g. letter from a parent/caregiver or other professional such as police, social worker, counsellor) to the Illness/Misadventure form
 - Return the completed and signed Illness/Misadventure form to the Head Teacher the next day you are at school.
5. Student Medical/Misadventure Certificates must be completed using the form (Attachment 1).
 - Include the Practitioner's details and stamp
 - Include the date of the missed task
 - Include testimony and signature of the practitioner
 - Show the length of time the student will be unfit for school.
6. A decision as to whether the appeal will be upheld should be made within three working days by the Deputy Principal in consultation with the Head Teacher. The Deputy Principal will inform the student and their parents of this decision.
7. If the appeal is upheld, a decision will be made as to whether to allow the student to re-sit/resubmit the assessment task, or to adjust the result in accordance with their performance in previously undertaken tasks.
8. If the appeal is not upheld, the existing assessment mark will remain for any task attempted; a zero allocated and a warning letter sent for any task not attempted.
9. Applications will be discreetly managed on a case by case basis – no blanket rule in the case of illness and misadventure can apply.

6.8 Plagiarism

Plagiarism can be viewed as the product of poor examination preparation, research skills, lack of confidence or many other variables. Opportunities for plagiarism have spread with the increased access to the internet. In the end it is an act which can potentially give an unfair advantage to a student in terms of other candidates in the same course.

Plagiarism includes using work of another individual and presenting it as one's own. (Macquarie University, *Plagiarism Policy*, 2003). The following examples would be classed as plagiarism:

- Downloading an assignment from an online source and submitting it as your own work
- Buying, stealing or borrowing an assignment and submitting it as your own work
- Copying, cutting and pasting text from an electronic source and submitting it as your own work
- Using the words of someone else and presenting them as your own (e.g. presenting an assessment task done by a current or ex-student as your own)
- Relying too much on other people's material i.e. repeated long quotations. (The Learning Centre, Avoiding Plagiarism, UNSW).

Strategies to avoid Plagiarism:

- Make sure you understand the set question and the sub-components of the question. If you are not clear ask your teacher and make sure you do this when the question is given out, rather than leaving it too late to effectively complete the task.
- Plan your resources to thoroughly research the set question as quality investigation takes time, organisation and management.
- Access only relevant material and a variety of resources if appropriate. If resources are suggested for the project/assignment then make sure you understand these before other resources/references are considered.
- Acknowledge all sources i.e. books, journals, web pages, letters, films, interviews, lectures, newspapers, etc. (This means a bibliography).
- Avoid excessive passages by another author, even where the sources are acknowledged. Find another form of words to show that you have thought about the material and understood it, stating clearly where you found the ideas.

Consequences of Plagiarism:

Plagiarism is a form of malpractice and as such a zero will be awarded to any student for the work they are found guilty of actively plagiarising.

7. Mandatory Work Placement (VET Courses)

- All VET courses have a minimum number of hours of work placement, which are not at the discretion of students and/or families.
- The school has set certain weeks in the calendar as work placement weeks.
- Students are expected to check they have no other assessable tasks due, during this time. (It may be that a hand in task is required).
- Work placement is no reason for lack of completion of other tasks.
- Failure to complete work placement, will result in an 'N' award and may mean you cannot proceed to Year 12 or receive your HSC.

8. Yearly Examinations

Students are required to wear full school uniform for the yearly examinations. During these times the Presiding Officer is responsible for supervision. Any malpractice or breach of procedures will be reported to the Deputy Principal which will then submit an official report to the Principal.

9. Examination Rules

In assessment tasks and examinations

Students MUST:

- Follow the day to day rules of the school
- Follow the supervisor's instructions at all times behaving in a polite and courteous manner
- Make a serious attempt at answering all questions in the assessment task/test.

Students MUST NOT:

- Speak to any other person upon entering the room or at any time during the examination
- Behave in a way that disturbs other students
- Take any material or equipment into the room other than equipment allowed by the NESA
- Take a mobile phone or any other electrical device not approved by the NESA.

10. Disability Provisions

Disability provisions provide students who have special needs with practical support in school assessments, including examinations. Students' special needs may include learning, medical, vision or hearing difficulties. Examples of provisions available include: braille or large-print papers, use of a writer and/or reader, use of an oral interpreter, extension of test time, rest breaks, separate examination supervision and permission to take medication.

Canterbury Girls is committed to ensuring that students with disabilities, including learning difficulties, are able to access and participate in education on the same basis as students without disability. Canterbury Girls assesses and accommodates their students' disability provisions needs, and, when appropriate, submit applications for the HSC examinations on their behalf.

At Canterbury Girls, any student with a diagnosed disability receives a *Student Support Plan* developed in consultation with a member of the school's Learning Support Team, the student and parent. Contained in this Plan is information relating to any disability provisions which should be enacted in relation to the student's Year 11 assessment program. This Plan is presented to the student's teachers at a meeting, and issues relating to Disability Provisions clarified for appropriate action.

11. Assessment Free Periods

The week prior to formal examination periods such as the HSC Trial Examination will be variation and assessment free to minimise disruption to classes and to allow appropriate support for examination preparation.

Practical examinations (e.g. Biology, Chemistry, Physics, Music Performance, Drama Performance, Dance Performance, Language Listening Tasks) may be scheduled in the week prior or after formal examinations to ensure an appropriate time is allocated to the completion of these tasks and to avoid clashes with written examinations. Students will be advised of these times with at least 2 weeks' notice.

Assessment Schedules for Specific Courses

ANCIENT HISTORY 2 UNIT _____	14
BIOLOGY 2 UNIT _____	15
BUSINESS STUDIES 2 UNIT _____	16
CHEMISTRY 2 UNIT _____	17
CHINESE CONTINUERS 2 UNIT _____	18
CHINESE IN CONTEXT 2 UNIT _____	19
CHINESE AND LITERATURE 2 UNIT _____	20
COMMUNITY AND FAMILY STUDIES 2 UNIT _____	21
DANCE 2 UNIT _____	22
ECONOMICS 2 UNIT _____	23
ENGLISH STANDARD 2 UNIT _____	24
ENGLISH ADVANCED 2 UNIT _____	25
ENGLISH EXTENSION 1 1 UNIT _____	26
ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D) 2 UNIT _____	27
FRENCH BEGINNERS 2 UNIT _____	28
GEOGRAPHY STUDIES 2 UNIT _____	29
LEGAL STUDIES 2 UNIT _____	30
MATHEMATICS STANDARD 2 UNIT _____	31
MATHEMATICS ADVANCED 2 UNIT _____	32
MATHEMATICS EXTENSION 1 1 UNIT _____	33
MODERN HISTORY 2 UNIT _____	34
MUSIC 1 2 UNIT _____	35
PHYSICS 2 UNIT _____	36
SOCIETY AND CULTURE 2 UNIT _____	37
STUDIES OF RELIGION II 2 UNIT _____	38
VISUAL ARTS 2 UNIT _____	39
BUSINESS SERVICES (VET) 2 UNIT _____	41
HOSPITALITY (VET) 2 UNIT _____	43

ANCIENT HISTORY**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Source-based skills: analysis, synthesis and evaluation of historical information from a variety of sources	20%
Historical inquiry and research including mandatory historical investigation	20%
Communication of historical understanding in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Investigating Ancient History Case Study	Term 1 Week 8	Presentation (Hand-In and In-Class)	30%
Historical Investigation: Features of Ancient Societies	Term 3 Week 4	Historical Investigation (Hand-In)	35%
Investigating Ancient History The Nature of Ancient History Case Study Features of Ancient Societies	Term 3 Week 8-9	Yearly Examination: Section I: Objective response Section II: Short answer responses Section III: Extended Response	35%
TOTAL			100%

BIOLOGY**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Skills in Working Scientifically	60%
Knowledge and Understanding	40%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Biological Diversity Ecosystem Dynamics	Term 2 Week 5	Depth Study -Field Study - Skills in Working Scientifically (30%) - Knowledge and Understanding (10%) (Mandatory 15 hours: Field study 5 hours and In-Class 10 hours and Hand-In components)	30%
Practical Skills	Term 3 Week 8-9	Practical Examination (In-Class) Skills in Working Scientifically (30%)	30%
Cells as the Basis of Life Organisation of Living Things Biological Diversity Ecosystem Dynamics	Term 3 Week 8-9	Knowledge Examination: Skills in Working Scientifically (10%) Knowledge and Understanding (30%)	40%
TOTAL			100%

BUSINESS STUDIES**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Stimulus-based skills	20%
Inquiry and research	20%
Communication of business information, ideas and issues in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Nature of Business	Term 1 Week 6	Contemporary Business Investigation (Hand-In and In-Class)	30%
Business Management: Key Business Functions	Term 2 Week 6	Examination Section I: Objective Response Section II: Short-Answer Questions (In-Class)	30%
Nature of Business Business Management Business Planning	Term 3 Week 8-9	Yearly Examination: Section I: Objective Response Section II: Short-Answer Section III: Business Report	40%
TOTAL			100%

CHEMISTRY**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Skills in Working Scientifically	60%
Knowledge and Understanding	40%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Properties and Structure of Matter	Term 2 Week 3	Depth Study -Practical Investigation and Report - Skills in Working Scientifically (20%) - Knowledge and Understanding (10%) (Mandatory In-Class 10 hours and Hand-In components)	30%
Introduction to Quantitative Chemistry Reactive Chemistry	Term 3 Week 8-9	Practical Examination (In-Class) Skills in Working Scientifically (30%)	30%
Properties and Structure of Matter Introduction to Quantitative Chemistry Reactive Chemistry Drivers of Reactions	Term 3 Week 8-9	Knowledge Examination: Skills in Working Scientifically (10%) Knowledge and Understanding (30%)	40%
TOTAL			100%

CHINESE CONTINUERS**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Listening and Responding	30%
Reading and Responding	40%
Speaking	20%
Writing in Chinese	10%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Listening Speaking	Term 1 Week 8	Response to a spoken/visual text 20% Oral presentation 10% (In-Class)	30%
Reading Writing	Term 2 Week 10	Response to multimodal and texts 20% Designing an Information Brochure 10% (Hand-In)	30%
Yearly Examination	Term 3 Week 8-9	Speaking 10% Listening 10% Reading 10% Writing 10%	40%
TOTAL			100%

CHINESE IN CONTEXT**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Listening	25%
Reading	25%
Speaking	30%
Writing	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Speaking	Term 1 Week 8	Oral Interaction (In-Class)	20%
Listening Reading Writing	Term 2 Week 10	Response to Spoken/Visual Texts in English/Chinese (In-Class) (15% and 15%) Analyse and Respond in Chinese to Texts/Magazine Article (Hand-In) (10%)	40%
Yearly Examination	Term 3 Week 8-9	Listening (10%) Speaking (10%) Reading (10%) Writing (10%)	40%
TOTAL			100%

CHINESE AND LITERATURE**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Listening and Responding	20%
Reading and Responding	40%
Speaking	10%
Writing in Chinese	30%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Listening Reading	Term 1 Week 8	Listen to a range of texts in different contexts and discourses and respond by speaking or writing (In-Class) (20%) Communicate in Chinese in writing in a variety of contexts and/or initiate interaction and respond to the Chinese language used by others in combinations of listening, speaking and viewing (Hand-In) (10%)	30%
Speaking Writing	Term 2 Week 10	Oral presentation (In-Class) (10%) Read a range of texts and write critical response in Chinese (Hand-In) (20%)	30%
Yearly Examination	Term 3 Week 8-9	Reading (30%) Writing (10%)	40%
TOTAL			100%

COMMUNITY AND FAMILY STUDIES**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Skills in critical thinking, research methodology, analysis and communicating	60%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Individuals and Groups	Term 2 Week 5	Leadership Dossier (Hand-In)	30%
Families and Communities	Term 3 Week 5	Primary Research Task (Hand-In)	30%
Yearly Examination	Term 3 Week 8-9	Examination	40%
TOTAL			100%

DANCE**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Performance	50%
Composition	30%
Appreciation	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Performance	Term 1 Week 7	Performance of a Solo (In-Class) Viva Voce Response (In-Class) Safe Dance Portfolio (Hand-In)	30%
Composition	Term 2 Week 6	Introduction to Dance As An Art Form	30%
Performance / Appreciation	Term 3 Week 8-9	Solo Performance and Interview Written Examination (In-Class)	40%
TOTAL			100%

ECONOMICS**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Stimulus-based skills	20%
Inquiry and research	20%
Communication of economic information, ideas and issues in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Introduction to Economics Consumers & Business	Term 1 Week 7	Stimulus Based Skills: Oral Presentation Report (Hand-In and In-Class)	30%
Markets Labour Markets	Term 2 Week 6	Research, Inquiry and Extended Response (In-Class)	30%
All Topics including Financial Markets, Government and the Economy	Term 3 Week 8-9	Yearly Examination Section I: Objective Response Section II: Short Answer Questions Section III: Extended Response	40%
TOTAL			100%

ENGLISH STANDARD**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Common Module Reading To Write - Transition To Senior English- Australian Voices and Visions	Term 1 Week 7	Multimodal Task (Hand-In and In-Class)	30%
Module A - Contemporary Possibilities - Study of a Substantial Digital Text	Term 2 Week 9	Imaginative Response with Reflection (In-Class)	30%
Common Module and Module B	Term 3 Week 8-9	Yearly Examination Paper 1 - Common Module + Module B	40%
TOTAL			100%

ENGLISH ADVANCED**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Common Module: Reading To Write - Australian Visions and Voices	Term 1 Week 7	Multimodal presentation (Hand-In and In-Class)	30%
Module A: Narratives That Shape Our World	Term 2 Week 7	Extended Response (In-Class)	30%
Common Module and Module B	Term 3 Week 8-9	Yearly Examination Paper 1 - Common Module + Module B	40%
TOTAL			100%

ENGLISH EXTENSION 1**1 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of complex texts and of how and why they are valued	50%
Skills in complex analysis, sustained composition and independent investigation	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Module: Text Culture and Value	Term 1 Week 9	Extended Response - Imaginative and reflection statement. (In-Class)	30%
Module: Text Culture and Value + Related Project	Term 2 Week 6	Multimodal Presentation (Hand-In and In-Class)	40%
Module: Text Culture and Value	Term 3 Week 8-9	Yearly Examination (creative response to text + extended response)	30%
TOTAL			100%

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Module A: Language Text and Context	Term 1 Week 10	Multimodal Presentation- including Listening (Hand-In and In-Class)	30%
Module B: Close Study of Text	Term 2 Week 9	Extended Response (In-Class)	30%
All Modules	Term 3 Week 8-9	Yearly Examination Paper 1 (Language Text and Context) Paper 2 (Texts and Society - Listening) + (Optional Teacher Module - Extended Response)	40%
TOTAL			100%

FRENCH BEGINNERS**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Listening (Objective 1: Interacting Objective 2: Understanding Texts)	30%
Reading (Objective 1: Interacting Objective 2: Understanding Texts)	30%
Writing (Objective 1: Interacting Objective 3: Producing Texts)	20%
Speaking (Objective 1: Interacting Objective 3: Producing Texts)	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Listening and Speaking Task	Term 2 Week 2	Listen to a range of spoken texts and respond in English (In-Class) (20%) Students create a presentation of themselves in a video recording (Hand-in) (10%)	30%
Reading and Writing Task	Term 3 Week 2	Read a number of texts in French and respond in English (Hand-In) (20%) Design a Quiz in French (Hand-In) (10%)	30%
Yearly Examination	Term 3 Weeks 8-9	Listening 10% Speaking 10% Reading 10% Writing 10%	40%
TOTAL			100%

GEOGRAPHY STUDIES**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	30%
Geographical tools and skills	20%
Geographical inquiry and research, including fieldwork	30%
Communication of business information, ideas and issues in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Biophysical Interactions	Term 1 Week 10	Stimulus Based Response (In Class)	30%
Compulsory Geographical Project	Term 2 Week 6	Senior Research Project (SGP) (Hand-In)	30%
Yearly Examination	Term 3 Weeks 8-9	Yearly Examination Section I: Objective response Section II: Short answer responses Section III: Extended response	40%
TOTAL			100%

LEGAL STUDIES**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	60%
Inquiry and research	20%
Communication of Legal Studies information, issues and ideas in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Core I: The Legal System	Term 1 Week 9	Extended Response (Hand-In)	30%
Core II: Individual and the Law	Term 2 Week 6	Research, Media File and Oral Presentation (Hand-in and In-Class)	30%
All Topics	Term 3 Week 8-9	Yearly Examination: Section I: Objective response Section II: Short-Answer Section III: Extended Response	40%
TOTAL			100%

MATHEMATICS STANDARD**2 UNIT**

COURSE COMPONENTS	WEIGHTING
A Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	50%
B Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1 (Topics Will be Advised on Assessment Notification)	Term 1 Week 7	Modified Open Book Task (In-Class)	30%
Task 2 (Topics Will be Advised on Assessment Notification)	Term 2 Week 5	Take home task (Hand-In)	30%
All Topics	Term 3 Week 8-9	Yearly Examination	40%
TOTAL			100%

MATHEMATICS ADVANCED**2 UNIT**

COURSE COMPONENTS	WEIGHTING
A Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	50%
B Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1 (Topics Will be Advised on Assessment Notification)	Term 1 Week 6	Written Task (In-Class)	30%
Task 2 (Topics Will be Advised on Assessment Notification)	Term 2 Week 5	Take-home Task	30%
All Topics	Term 3 Week 8-9	Yearly Examination	40%
TOTAL			100%

MATHEMATICS EXTENSION 1**1 UNIT**

COURSE COMPONENTS	WEIGHTING
A Use of concepts, skills and techniques to solve mathematical problems and interpret practical situations	50%
B Application of reasoning and communication in appropriate forms to construct mathematical arguments and to interpret and use mathematical models	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Task 1 (Topics Will be Advised on Assessment Notification)	Term 1 Week 6	Written Task (In-Class)	30%
Task 2 (Topics Will be Advised on Assessment Notification)	Term 2 Week 5	Take-home Task	30%
All Topics	Term 3 Week 8-9	Yearly Examination	40%
TOTAL			100%

MODERN HISTORY**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Historical skills in the analysis and evaluation of sources and interpretations	20%
Historical inquiry and research	20%
Communication of historical understanding in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
The Nature of Modern History - The Contestability of the Past	Term 1 Week 9	Oral Presentation (In-Class)	25%
The Historical Investigation Case Study B - The Cuban Revolution	Term 2 Week 8	Research Task (Hand- in)	35%
All Topics	Term 3 Week 8-9	Yearly Examination	40%
TOTAL			100%

MUSIC 1**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Performance	25%
Composition	25%
Musicology	25%
Aural	25%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Composition, Aural and Musicology (Topic 1)	Term 1 Weeks 8 - 9	Composition - Original Song Aural/Musicology - Written Assignment	30%
Performance and Viva Voce (Topics 2)	Term 2 Weeks 8 - 9	Performance– 1 piece representative of the topic Jazz. Musicology - A group Viva Voce presentation	30%
Composition Portfolio & Musicological Research (Topic 3)	Term 3 Week 8-9	Performance – 1 piece representative of the topic Music for radio, film, television and multimedia. Composition - film music using Cubase Aural - Responses to four aural excerpts using a range of concepts	40%
TOTAL			100%

PHYSICS**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Skills in Working Scientifically	60%
Knowledge and Understanding	40%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
<u>Modules 1 and 2:</u> Kinematics and Dynamics	Term 2 Week 4	Depth Study -Field Study <ul style="list-style-type: none"> Skills in Working Scientifically (30%) Knowledge and Understanding (10%) (Mandatory 15 hours)	30%
<u>Module 3:</u> Waves and Thermodynamics	Term 3 Week 8 - 9	Practical Examination Skills in Working Scientifically (30%)	30%
<u>Module 1:</u> Kinematics <u>Module 2:</u> Dynamics <u>Module 3:</u> Waves and Thermodynamics <u>Module 4:</u> Electricity and Magnetism	Term 3 Week 8 - 9	Knowledge and Understanding Examination Skills in Working Scientifically (10%) Knowledge and Understanding (30%)	40%
TOTAL			100%

SOCIETY AND CULTURE**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	50%
Application and evaluation of social and cultural research methods	30%
Communication of information, ideas and issues in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
The Social and Cultural World	Term 1 Week 6	Oral Presentation (In-Class and Hand-In)	25%
Personal and Social Identity	Term 3 Week 5	Mini PIP (Hand-In)	40%
All topics including Intercultural Communication	Term 3 Week 8-9	Yearly Examination: Section I: Objective response Section II: Short answer responses Section III: Structured Response	35%
TOTAL			100%

STUDIES OF RELIGION II**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Knowledge and understanding of course content	40%
Source based skills	20%
Investigation and research	20%
Communication of information, ideas and concepts in appropriate forms	20%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Nature of Religion and Beliefs Religions of Ancient Origin	Term 1 Week 9	Research, Inquiry and Oral Presentation (In-Class and Hand-In)	30%
Religious Tradition Studies: Christianity	Term 2 Week 6	Research, Inquiry and extended Response (Hand-In)	30%
All Topics including: Religious Tradition Studies: Christianity, Islam, Hinduism Religion in Australia Pre-1945	Term 3 Week 8-9	Yearly Examination: Section I: Objective response Section II: Short answer responses Section III: Structured Response Section IV: Extended response	40%
TOTAL			100%

VISUAL ARTS**2 UNIT**

COURSE COMPONENTS	WEIGHTING
Making	50%
Historical & Critical Study	50%
TOTAL	100%

ASSESSMENT TASKS			
TOPIC	WHEN	NATURE OF TASK	WEIGHTING
Body of Work & Visual Arts Process Diary (VAPD)			
Part A	Term 1 Week 6	Part A: Making – Photographs (10%) Part A: Historical & Critical Study – Photo Analysis (10%)	30%
Part B	Term 2 Week 3	Part B: Making - Drawing (10%) (Hand-In)	
Body of Work & Visual Arts Process Diary (VAPD)	Term 3 Week 6	Making – Painting of Self-Portrait (Hand-In)	30%
Historical & Critical Study	Term 3 Week 8-9	Yearly Examination	40%
TOTAL			100%

VET COURSES

VOCATIONAL EDUCATION and TRAINING COURSES have COMPETENCY based assessments. The training units of these courses are based on requirements in the workplace. Students must achieve the skills and demonstrate the knowledge stipulated in the units, set out as competencies. A student's competency will be assessed against set performance criteria and judged as either **competent** or **not yet competent**. (Students will be provided with opportunities to be reassessed through negotiation with the qualified course assessor).

WORK PLACEMENT is a mandatory part of the course and students will spend a minimum of 70 hours over the two years, in an actual work setting. Assessment will be conducted in the work place and students will be advised of the specific competencies to be tested prior to their placement. Failure to complete mandatory work placement hours will result in the student not meeting the requirements for the HSC.

Assessment Schedule

Stipulated learning outcomes for each topic i.e. knowledge and skills, will be tested in a variety of ways. These will involve practical tasks and tests, module tests, verbal testing, work place competency, assignments, projects and a formal Yearly Examination. Students can negotiate to re-sit the competency if they are initially deemed 'not yet competent'.

REMINDER TO ALL VET STUDENTS

Students seeking a ATAR (Australian Tertiary Admission Ranking) must complete at least 10 units of Board Developed Courses for which there are formal examinations conducted by the Board of Studies, including:

- (a) at least 2 units of English and
- (b) at least 8 units of Category A courses

Courses completed must include at least Board Developed Courses of 2 units or greater and at least four subjects.

NB Board Endorsed Courses and Content Endorsed, including vocational Content Endorsed Courses, do not satisfy requirements for a ATAR.

IF YOU WANT AN ATAR, ONLY CHOOSE ONE VET SUBJECT

NOTE: Students will be assessed throughout each training unit, and in the case of a dispute may follow the appeal procedure set out by the school.

BUSINESS SERVICES (VET)**2 UNIT****(240 Hour Course)****Course Requirements**

Students must attempt all units of competency and complete a minimum of seventy [70] hours of work placement.

An external written Higher School Certificate examination will be conducted for this course.

This examination is optional. Students undertaking the course will nominate during the HSC year whether or not they will undertake the external written examination.

Assessment - Competency-based

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off and recorded by the assessor.

Upon completion of the competencies and the work placement the students receive a Certificate II in Business Services which is an Australian Qualifications Framework (AQF) accredited certificate or a Statement of Attainment towards Certificate II in Business.

The assessment schedule for Year 11 Year 2019 – Year 12 2019 can be accessed from the following page.

ULTIMO 90072 BUSINESS SERVICES ASSESSMENT SCHEDULE Preliminary Year 2019 - HSC 2020 QUALIFICATION: BSB20115 Certificate II in Business Training Package: BSB Business Services Version 2							NESA Course Code: 2 U X 2 YR 26101 LMBR UI Code: 11BSB20115126101B
TERM	UOC CODE	Unit of Competency	AOQ Core/Elective	HSC STATUS	HSC INDICATIVE	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	7 PRELIMINARY UOCs						240 Indicative Hours over 2 yrs
	BSBWHS201	Contribute to health and safety of self and others	C	M	15	Cluster A: At the Office Written task, scenario, observation of practical work, risk assessment	35 hrs Work placement
	BSBWOR204	Use business technology	E	E	15		
Term 2	BSBCUS201	Deliver a service to customers	E	M	15	Cluster B: Service with a Smile Scenario, written task, presentation, role play	25% Preliminary Exam
	BSBCMM201	Communicate in the workplace	E	E	15		
Term 3	BSBINM202	Handle mail	E	E	10	Cluster C: It's in the Post Scenario, written task, case studies, self- assessment	
	BSBITU203	Communicate electronically	E	E	10		
	BSBSUS201	Participate in environmentally sustainable work practices	E	M	15		
Term 3-4	7 HSC UOCs						
	BSBITU307	Develop keyboarding speed and accuracy	E	E	25	Cluster D: Fast and On Task Written task, teacher observation, portfolio of evidence, product assessment	35 hrs Work placement
	BSBITU201	Produce simple word processed documents	E	E	20		
Term 5-6	BSBITU202	Create and use spread sheets	E	E	20	Cluster E: Minding Your Own Business Written task, scenario, observation of practical work, portfolio of evidence	75% Trial HSC Exam The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
	BSBINM201	Process and maintain workplace information Prepare and process financial documents	E	M	20		
	TLIP2029		E	M	20		
Term 7	BSBINN201	Contribute to workplace innovation	E	M	15	Cluster F: Back to the Future Written task, case study, scenario	
	BSBIND201	Work effectively in a business environment	E	M	25		
NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.			Total hours 240		Units of competency from the HSC focus areas will be included in the optional HSC examination.		

HOSPITALITY (VET)**2 UNIT****(Kitchen Operations – 240 Hour Course)****Course Requirements**

Students must attempt all units of competency and complete a minimum of seventy (70) hours of work placement. 240 hours of course work needs to be covered during Years 11 and 12.

An external written Higher School Certificate examination will be conducted for this course.

This examination is optional. Students undertaking the course will nominate during the HSC year whether or not they will undertake the external written examination.


Assessment - Competency-based

This is a competency-based course. This means that students work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combinations of tasks listed to the standard required in the appropriate industry environment. There is no mark awarded in competency-based assessment. Students are assessed as either 'competent' or 'not yet competent'.

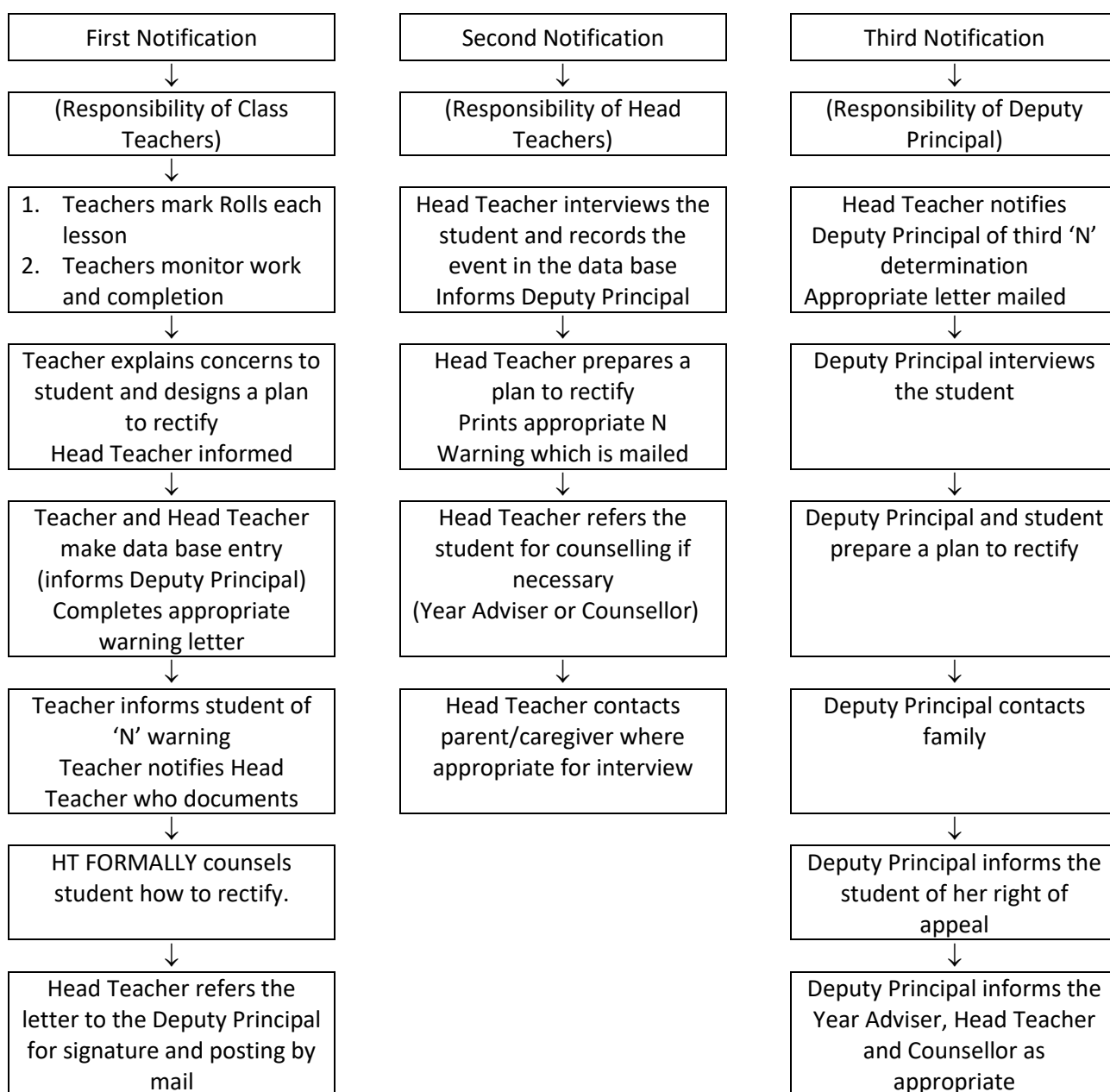
Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off and recorded by the assessor.

Upon completion of the competencies and the work placement the students receive a Certificate II in Hospitality-Kitchen Operations which is an Australian Qualifications Framework (AQF) accredited certificate or a Statement of Attainment towards Certificate II in Kitchen Operations.

The assessment schedule for Year 11 Year 2019 – Year 12 2019 can be accessed from the following page.

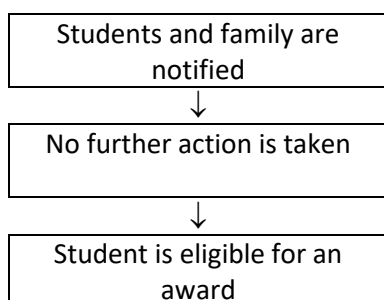
<div></div> <div>ULTIMO 90072 HOSPITALITY- KITCHEN OPERATIONS ASSESSMENT SCHEDULE Preliminary Year 2019 - HSC 2020 QUALIFICATION: SIT20416 Certificate II in Kitchen Operations Training Package: SIT Tourism, Travel and Hospitality V1.1</div>							NESA course code 2 U X 2 YR 26511 LMBR code 11SIT20416126511B
TERM	Unit Code	Units Of Competency	AQF CORE / ELEMENT	HSC STATUS	HSC INDICATOR	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100%
Term 1	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency <i>SITHCCC011 Use cookery skills effectively</i>	240 Indicative Hours over 2 years 35hrs Work placement 25% Prelim Yearly Exam
	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	C C E	M M E	10 15 10	Cluster A: Getting Ready for Work Written task/scenario, case study & observation of practical work	
	SITXFSA002 SITHCCC002 BSBSUS201	Participate in safe food handling practices Prepare and present simple dishes Participate in environmentally sustainable work practices	E E E	S E E	15 20 15	Cluster B: Introduction to the Commercial Kitchen Scenario, Written task, Observation of practical work	
	SITHKOP001 SITHCCC001 SITXINV002	Clean kitchen premises and equipment Use food preparation equipment Maintain the quality of perishable items	C C C	S S E	10 20 5	Cluster C: Prepare and Cook Food Safely Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	
Terms 2 & 3	5 HSC UOCs						35hrs Work placement 75% Trial HSC Exam The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
	SITHCCC005 SITHCCC006 SITHCCC011	Prepare dishes using basic methods of cookery Prepare appetisers and salads Use cookery skills effectively	C E C	S E E	40 25 20	Cluster D: Quality Meals Written task & observation of practical work Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment.	
	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C E	M M	15 20	Cluster E: Written task Written task and reflection	
	NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.					Total Hours 240	

‘N’ Determination For Year 11 & 12 Courses

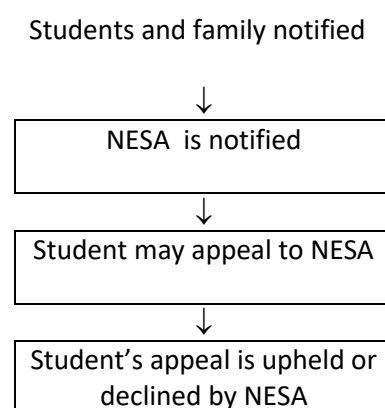


On the due date the Principal and Deputy Principal consider any student appeals:

When a student's appeal at school is upheld:



When a student's appeal at school is declined:



The HSC All My Own Work Program (AMOW)

The HSC: All My Own Work program is designed to help Higher School Certificate students to follow the principles and practices of good scholarship. This includes understanding and valuing ethical practices when locating and using information as part of their HSC studies.

The program has been developed as part of the NSW Government's *Respect and Responsibility Strategy* and complements other approaches such as brochures for teachers, students and parents and strengthened student and teacher declarations for the HSC.

The HSC: All My Own Work program is integrated with other NSW syllabuses and programs. The program is designed to be delivered flexibly as self-paced learning modules.

The program's content is divided into five modules:

1. Scholarship Principles and Practices
2. Acknowledging Sources
3. Plagiarism
4. Copyright
5. Working with others

Each module contains:

- Information and advice on the module focus questions
- Quiz questions
- Summary
- Frequently Asked Questions (FAQs)
- Link to a glossary
- Links to relevant websites

There is a Sitemap available if you wish to see a more detailed view of how the site is organised, and a Program Guide with detailed information on how to use the program.

How is HSC: All My Own Work related to HSC Eligibility?

All students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed HSC: All My Own Work or its equivalent. This requirement excludes students who are only entered for Life Skills courses or NESA Endorsed courses although the program would still be available as an option for these students if this was seen as appropriate by their school.

<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

If any student has enquiries relating to All My Own Work, they should contact Ms Manton, the School's Teacher Librarian.

Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

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

Useful Websites For Study: General Curriculum

The official NESA site for new syllabuses. This contains details of all the HSC subjects as well as links to other useful sites	http://syllabus.nesa.nsw.edu.au/
Online multiple choice trials for several HSC subjects	http://www4.boardofstudies.nsw.edu.au
NESA All My Own Work program which all HSC students must complete before they commence year 11 course work.	http://amow.boardofstudies.nsw.edu.au

Media Sites

Media Publication	Link
ABC News Australia's most trusted source of local, national and world news. Comprehensive, independent, in-depth analysis, the latest business, sport, weather and more.	www.abc.net.au/news/
The Sydney Morning Herald Breaking news from Sydney, Australia and the world. Features the latest business, sport, entertainment, travel, lifestyle, and technology news.	www.smh.com.au
The Australian (requires paid subscription; or subscription accessed via State Library) The Australian National and International News with in-depth Business News and Political coverage including Lifestyle, Arts and Sports and more online at The Australian.	www.theaustralian.com.au/
SBS Australia Australia's multicultural and multilingual broadcaster. Includes news, sport, entertainment, documentary, film, food, radio and television schedule with program information.	www.sbs.com.au
International Business Times International Business Times (IBTimes) is a growing digital global news publication that delivers international business news to an audience of over 7 million in the U.S. and 13 million people worldwide every month through its network of digital publishing platforms.	www.ibtimes.com.au/
Online Newspapers Thousands of newspapers from around the world, at your fingertips.	www.onlinenewspapers.com

Public Library Access to Online Databases

One of the advantages of joining your local Public Library is that you get:

- free access to a number of online databases to assist with research
- Homework Assistance programs
- HSC support programs.

Public Library membership is free and open to everyone. If you are under the age of 18 you need:

- parent or guardian's signature on a permission form
- photo ID
- proof of current address

Application and permission forms are available from the Library section of the relevant Council website (see details below) or in person at the Library.

Library	Link
The State Library of NSW Phone: 9273 1414	www.sl.nsw.gov.au In order to use the online databases you need to join the State Library and be issued with a Library Card – this is free but takes a few days to process. <ol style="list-style-type: none"> 1. Log in to the State Library website – see URL above. 2. Select the “Using the Library” tab from the top menu bar. 3. Select “Search our collections”. 4. Select “Electronic Resources”. 5. Click on the “access to databases from home link” 6. Click on the “apply online” link if you haven’t already joined the Library 7. Log in to the required database and search for the information you need.
Canterbury City Library Phone: 9789 9405 Branches: Campsie, Earlwood, Lakemba and Riverwood.	www.cbccity.nsw.gov.au/community/library-knowledge-centres
Marrickville Council Libraries Phone: 9335 2173 / 9335 2174 Branches: Marrickville, Dulwich Hill, Stanmore and St. Peters / Sydenham	https://www.innerwest.nsw.gov.au/explore/libraries
Ashfield Public Libraries Phone: 9716 1810 Branches: Ashfield and Haberfield	https://www.innerwest.nsw.gov.au/explore/libraries



ATTACHMENT 1

Student Medical/Misadventure Certificate

Purpose of this Certificate

This form is used by students to apply for illness/misadventure in examinations or other assessable work in their studies at Canterbury Girls High School. Approval of applications is granted to students who are legitimately disadvantaged in their assessment due to factors beyond their control. To enable the validity of applications to be evaluated, this form should be completed by a doctor, dentist, or other appropriate authority (e.g. police officer, solicitor).

STUDENT NAME _____

I agree to Canterbury Girls High School requesting verification of the information provided on this certificate, if required.

Student Signature _____ Contact No: _____

Parent /Guardian Signature _____ Contact No: _____

PRACTITIONER DETAILS (to be completed by the doctor, dentist or other relevant authority)

NAME _____

ADDRESS _____

PHONE _____

Stamp of practitioner or organisation

I, _____, certify that I have seen
_____ on ____/____/____.

In my opinion, the student has a medical condition or is experiencing matters which did/will affect their studies as follows:

	Tick as applicable	Provide applicable dates
Unable to attend classes		From ____/____/____ to ____/____/____
Unable to undertake private study		From ____/____/____ to ____/____/____
Unable to sit examinations		From ____/____/____ to ____/____/____

Additional Comments:

Signature of Practitioner _____ Date _____