

# NARARA VALLEY HIGH SCHOOL



ASSESSMENT FOR  
YEAR 11 COURSES  
2022

# NARARA VALLEY HIGH SCHOOL

## YEAR 11 COURSES

### 1. WHAT WILL APPEAR ON YOUR YEAR 11 SCHOOL REPORTS?

The following information will appear on Narara Valley High School Year 11 Reports for each subject studied:

- a. Your final assessment rank.
- b. Your progress in achieving course outcomes.
- c. Your overall level of course achievement.
- d. Your level of achievement in learning practices.
- e. Your teacher's comment on your progress in each course.

### 2. SATISFACTORY COMPLETION OF YEAR 11 COURSES

*NESA = NSW Education Standards Authority.*

It is a NESA requirement that automatic progression to the Year 12 course will only occur if the School certifies that the appropriate Year 11 course has been satisfactorily completed.

A student will be considered to have satisfactorily completed a Year 11 course if, in the Principal's view, there is sufficient evidence that the student has:

- a. **Followed** the course developed or endorsed by NESA;
- b. **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- c. **Achieved** some or all of the course outcomes.

### 3. ATTENDANCE

Whilst NESA does not mandate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. **Narara Valley High School will require students to attend all classes in each subject; attendance will be closely monitored by the Deputy Principal and each KLA.**

### 4. NON-COMPLETION (N DETERMINATION)

Students who have not complied with requirements set out in Sections 2 and 3 cannot be regarded as having satisfactorily completed the course. The Principal will then apply the 'N' determination.

If at any time it appears that a student is at risk of being given a 'N' (Non-completion) determination in any course the Principal or delegate will warn the student as soon as possible and advise the parent or guardian **in writing** if the student is under 18 years of age. This warning will be given in time for the problem to be corrected by a reasonable effort on the part of the student.

The Principal may allow a student who has received an 'N' determination in a Year 11 course on the grounds of lack of application, to proceed to the Year 12 course provisionally while concurrently satisfying any outstanding Year 11 course requirements. The Principal will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Year 11 course requirements and that their entry for the HSC course is valid. If the student has **not** met the requirements for the Year 11 course, then the entry for the linked HSC course will be withdrawn.

**Note:** The school cannot assure any student that Year 11 courses can be accumulated concurrently with HSC courses in one year.

## 5. **WHAT IS ASSESSMENT?**

Assessment is a mark gained by students in each of their Year 11 courses, based on their performance on set Assessment Tasks during those courses.

The final mark submitted as the Assessment is defined as:

- The Assessment is the mark for each student studying a NESA course and represents a measure of the student's achievement relative to other students by the end of the Year 11 course.
- The Assessment will be based on achievements measured throughout the course. It will encompass all syllabus objectives/outcomes.

## 6. **WHAT ARE ASSESSMENT TASKS?**

These are the tasks used to assess a student in a particular aspect of the subject and may include such things as major examinations, class tests, practical work, Depth studies, assignments, essays, oral presentations and other forms of class work.

These are marked to provide a rank order for students in a course.

## 7. **WHAT IS INCLUDED IN THE ASSESSMENT?**

Teachers are free to choose whichever tasks they feel are the best for assessing the various components and for discriminating between students. Some subjects have a requirement that certain skills e.g. oral skills must be assessed. Your Subject Assessment Schedule will outline this for you.

## 8. **HOW IS THE ASSESSMENT POLICY ESTABLISHED?**

NESA provides assessment guidelines in every subject to schools. These guidelines are used by your teachers to draw up an Assessment Program for you. Assessment Programs in any subject will differ from school to school in terms of how the assessment is being carried out, but are the same in every school in terms of the areas of the syllabus outcomes that are being assessed and the weight placed on each component.

## 9. **WHAT ARE ASSESSMENT COMPONENTS?**

All students in NSW are assessed on the same basis for each course they take. Each NESA subject has a set of prescribed components with prescribed weightings for calculating the school's raw assessment marks.

KLA/faculty assessment policies will show you the components and their weightings for each course. They will also indicate the term/week for each assessment task. **The timing of assessment tasks will ONLY change with the permission of the Deputy Principal, in conference with the Head Teacher of the course.**

## 10. **DO I HAVE TO BE TOLD ANYTHING?**

Each faculty has prepared Year 11 Assessment schedules for each of its courses. These will be distributed to students early in Term 1. The faculty schedules show:

- the outcomes to be assessed in each task
- the components and their weightings as specified in the Assessment Requirements;
- an indication of when each of the assessment tasks will take place;
- the mark value of each task in relation to the total number of marks for the course;
- the nature of each assessment task (eg assignment);
- details of any special administrative arrangements associated with each task.

**At least two weeks written notice** will be given to the class of the specific date and nature of any assessment task. Absent students on their return to school are responsible for consulting staff with regard to work/information missed.

You will also be told how well you did in each task, and when reports are issued you will be told your ranking within the group undertaking each course. You will not, however, be told the final assessment mark at the end of the course.

## 11. WHAT HAPPENS TO CLASSES ON DIFFERENT LINES?

Classes with different timetable lines and parallel classes will do common tasks and will be marked by the same teacher, or by teachers using the same marking scales, to allow comparability of results.

## 12. WHAT ARE MY RESPONSIBILITIES?

- a. Students must make a serious attempt at every assessment task or a mark of zero could be recorded.
- b. Each student must complete the task by the time indicated on the calendar/task.
- c. All work presented for assessment must be student's own work. A situation of non-original work being submitted could see a mark of "0" being awarded. All sources in research must be acknowledged.
- d. Students should:
  - i. Allocate time to prepare for each test and assignment even though they may not count towards their final assessment.
  - ii. Realise that all work done contributes to their skills and knowledge of the course which will help in assessment tasks.
  - iii. Realise that good assessments may indicate that they are a reliable and/or conscientious student to a prospective employer.

Student's work must be consistent and of as high a standard as possible throughout the whole course, in both assessment and non-assessment tasks.

Non-assessment tasks must be completed for two reasons:

- They prepare you for assessment tasks.
- If you do not complete the non-assessment work related to the course, you risk losing the Principal's certification at your final Year 11 course entry that you have shown diligence and sustained effort in the course. This may lead to you not being awarded this subject at the Year 11 level. It could also mean that you are not eligible to enter HSC courses because you have not completed Year 11 course units. If your attendance and application are unsatisfactory in Year 11, you may not complete the required number of units in Year 11, and so may not be able to progress to Year 12.

**You may only query a mark for an assessment task at the time it is returned.**

## 13. WHAT ARE THE REQUIREMENTS TO BE ELIGIBLE FOR THE AWARD OF AN HSC?

Students must:

- a. attend school for the required period of time (more than 85% of the available school days, as set out by School policy;
- b. study the pattern of courses required by NESAs for the required time;
- c. demonstrate diligence and sustained effort in their studies;
- d. complete the requirements for a sufficient number of courses, including practical, oral or project works;
- e. complete assessment requirements for a sufficient number of courses; and
- f. sit for and make a serious attempt at HSC examination, in a sufficient number of NESAs determined courses.
- g. Students sitting the HSC must complete the NESAs "All my own work" component and have this recorded, by the school, on the NESAs data base.

## 14. DO I HAVE TO DO THE ASSESSMENT TASKS?

Yes, the minimum requirement is that students must make a **genuine attempt** at assessment tasks which contribute **in excess of 50%** of the available marks in that course. Students who do not do this will be regarded as not having satisfactorily completed the course of study. In cases of NON-SATISFACTORY completion, an "N" indicator will be submitted.

**15. DO I ONLY HAVE TO COMPLETE ASSESSMENT TASKS?**

No. You are expected to complete course work for all subjects. All work set in a subject is part of the Curriculum regardless of whether it is assessable or not. It would be very foolish for students to restrict their studies to assessment tasks only. Completion of course work is essential to satisfy course requirements.

**16. WHAT IF I DON'T HAND WORK IN ON TIME?**

It is the responsibility of the student to be present for, or to hand in assessment tasks at the required time. **School policy states that late submission of assessment tasks will result in a mark of zero.**

**When submitting assessment tasks on a USB drive you must have a back-up copy available or hard copy. Computer failure will not be accepted as an excuse for late submission of tasks.**

Students may apply in writing to the Head Teacher for an extension of time to complete a task. This must be done on the appropriate form and before the task falls due preferably more than one week **before** the task due date. **Forms are available from Head Teachers. Any appeal on the granting of extensions of time is to be made to the Principal.**

**17. WHAT HAPPENS IF I AM ABSENT THROUGH ILLNESS OR INJURY?**

If the student is absent for an assessable task, or fails to hand in a task on time, they **must** give evidence of the reason for their absence or failure.

- i. A doctor's certificate **is** required for all cases of illness;
- ii. Evidence from a parent **may** be accepted (in other cases of serious misadventure).
- iii. Representing the school must be sanctioned by the Principal. If representing the school, it is the student's responsibility to inform his/her teacher **before** the task.

All such evidence must be presented on the first day of return to school after the task. This is a student obligation.

If the student's case is valid then the Head Teacher may direct:

- an extension of time;
- completion of an alternative task;
- or in exceptional circumstances, at the Principal's discretion, use of an estimate.

Each case will be judged on its merits. Alternative arrangements to complete assessment tasks will not automatically be made on request. Failure to comply with the requirements in the section above will result in a **mark of zero** for that task.

**NB: On the day of Assessable Tasks, students MUST attend all timetabled lessons, otherwise they will be considered absent and require a medical certificate - no student should gain an unfair advantage over other students by only attending the class in which the assessment task is to be completed.**

**18. ARE THERE ANY SPECIAL CONSIDERATIONS GIVEN?**

Yes. There are special provisions for students with disabilities and you can appeal for illness or misadventure. These matters can be discussed with your Year Adviser and/or the Deputy Principal/Principal.

**19. MALPRACTICE/MISADVENTURE IN ASSESSMENT TASKS/WHAT IF I CHEAT?**

All work presented in Assessment Tasks must be your own work. If you use someone else's work, or cheat in any way, you will be guilty of malpractice.

Any student found guilty of malpractice in an Assessment Task may receive no marks for that task (at the discretion of the Head Teacher) and may be regarded as not having attempted the task. Parents will be informed of this decision and the reasons for it.

In examination tasks the removal of all or part of an answer will result in the award of a zero mark for that part.

The Principal, in consultation with the Head Teacher of the subject involved, will decide whether such conduct warrants further action. This may mean that you could be declared unsatisfactory in that subject, and consequently may be ineligible for the award of a Higher School Certificate.

**20. CAN I SEEK A REVIEW OF MY ASSESSMENT RANKING?**

Yes. Students may seek a review of their ranking if their position in the order of merit differs significantly from expectations, based on feedback from Assessment Tasks. Students must put their concerns in writing to the relevant Head Teacher within one week of receipt of their course/class task result.

**Final Year 11 Assessment** - A review can only be requested to the relevant Head Teacher in writing, within two school days of receiving your Year 11 School Report.

**21. WHAT ARE THE GROUNDS FOR REVIEW?**

There are three grounds only for a review -

- i. a computational or clerical error
- ii. the correct weightings for components were not used
- iii. the stated assessment policy was not followed.

The marks for individual assessment tasks awarded by teachers are not subject to review at this time.

**22. WHAT IF I HAVE A PROBLEM THAT NEEDS FURTHER EXPLANATION THAN IS GIVEN HERE?**

This is very important. You must discuss the matter with the school assessment coordinator as quickly as possible. Assistance will always be available but quite often the communication will need to come from you. At Narara Valley High School the Deputy Principal is the assessment coordinator.

**23. GENERAL NOTE ON ALL SCIENCE COURSES**

Assessment of practical work. Candidates in Science subjects must complete the practical work for all Science courses. Where it is not satisfactorily completed, the Head Teacher may recommend a "Non-Completion" award for that subject.

**24. TAFE DELIVERED VOCATIONAL EDUCATION**

This program is based on a formal arrangement between secondary schools and TAFE in NSW. Students who successfully complete TVET courses are entitled to two credentials: one from NESA and one from TAFE.

There are a number of Board Developed Courses available through TAFE. These courses are all Category B subjects. Only two units from Category B can be counted towards the ATAR.

Other TVET courses are Endorsed Courses and they cannot be included in the calculation of the ATAR.

You are expected to attend every TVET class. As one class may equal four hours of learning you can understand how much work you will miss if you fail to attend even one class. The school will be immediately advised if your attendance is poor.

You will be given an assessment schedule by your TVET teacher. This schedule will outline when assessments will take place, the TVET procedure for assessment tasks and the procedure for N awards.

When you commence your TVET course you will also be requested to attend a meeting at which your school's procedures for this program will be outlined.

**25. SCHOOL DELIVERED VOCATIONAL EDUCATION**

Refer to VET Student Information Booklet.

**26.** Refer to the UAC book for information regarding the calculation of the ATAR (Australian Tertiary Admission Rank).

**27.** Students who are required to complete a Vocational Education Course Work Placement and have a clash on their assessment calendar will negotiate a new date for the assessment task with their teacher. (This should only occur in rare cases).

# ENGLISH

## ADVANCED ENGLISH

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:1 Week:10	Term:2 Week:10	Term:3 Week:9-10
			Description <i>Reading to Write (Creative text/s with reflection)</i>	Description <i>Comparative Study (Multimodal presentation)</i>	Description <i>Short Answer + Critical Study of Literature Critical Response (Yearly Examination)</i>
			Outcomes EA11-5, EA11-7, EA11-9	Outcomes EA11-1, EA11-2, EA11-6	Outcomes EA11-3, EA11-4, EA11-8
EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9.	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
		<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## STANDARD ENGLISH

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:1 Week:10	Term:2 Week:10	Term:3 Week:9-10
			Description <i>Reading to Write (Creative text/s with reflection)</i>	Description <i>Contemporary Possibilities (Multimodal presentation)</i>	Description <i>Short Answer + Close Study of Literature essay (Yearly Examination)</i>
			Outcomes EN11-5, EN11-7, EN11-9	Outcomes EN11-1, EN11-2, EN11-6	Outcomes EN11-3, EN11-4, EN11-8
EN11-1, EN11-2, EN11-3, EN11-5, EN11-6, EN11-7, EN11-8, EN11-9.	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
		<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>



## EXTENSION ENGLISH 1

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:1 Week:9	Term:2 Week:10	Term:3 Week:9-10
			Description <i>Imaginative response + reflection</i>	Description <i>Multimodal Presentation</i>	Description <i>Comparative essay (Yearly Examinaton)</i>
			Outcomes EE11-2	Outcomes EE11-4, EE11-5, EE11-6	Outcomes EE11-1, EE11-3
EE11-1, EE11-2, EE11-3, EE11-4, EE11-5, EE11-6.	Knowledge and understanding of texts and why they are valued	50	15	20	15
	Skills in Complex analysis composition and investigation	50	15	20	15
		<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>

## ENGLISH STUDIES

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:1 Week:10	Term:2 Week:10	Term:3 Week:9-10
			Description <i>Mandatory Module Task</i>	Description <i>Multimodal presentation</i>	Description <i>Portfolio</i>
			Outcomes ES11-3, ES11-4, ES11-7	Outcomes ES11-2, ES11-5, ES11-6, ES11-9	Outcomes ES11-1, ES11-8, ES11-10
ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-7, ES11-8, ES11-9, ES11-10.	Knowledge and understanding of course content	50	15	15	20
	Skills in: <ul style="list-style-type: none"> <li>• Comprehending texts</li> <li>• Communicating ideas</li> <li>• Using language accurately, appropriately and effectively</li> </ul>	50	15	15	20
		<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

## DRAMA

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:1 Week:10	Term:2 Week:9-10	Term:3 Week:9-10
			Description <i>Influential Directors Workshop: Research Essay and Group Performance</i>	Description <i>Presentation of Group Performance</i>	Description <i>Presentation of Individual Performance</i>
			Outcomes P1.6, P2.2, P3.1, P3.2, P3.3	Outcomes P1.1, P1.3, P1.4, P1.5, P1.7, P1.8, P2.5	Outcomes P1.2, P2.1, P2.3, P2.4, P2.6
P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P1.7, P1.8, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2 P3.3.	Making	40	10	10	20
	Performing	30	10	20	
	Critically studying	30	20		10
		100	40	30	30

# MATHEMATICS

## MATHEMATICS STANDARD – 2 UNITS

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term: 1 Week: 9	Term: 2 Week: 8	Term: 3 Week: 9/10
			Description <i>Examination of limited scope</i>	Description <i>Assignment/ investigation</i>	Description <i>Formal written examination</i>
			Outcomes MS11-1, MS11-3, MS11-4, MS11-6, MS11-10	Outcomes MS11-1, MS11-5, MS11-7, MS11-9, MS11-10,	Outcomes MS11-1 to MS11-8, MS11-10
MS11-1 to MS11-10	Understanding fluency and communication	50	20	10	20
MS11-1 to MS11-10	Problem solving, reasoning and justification	50	15	15	20
		100	35	25	40

## MATHEMATICS ADVANCED – 2 UNITS

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term: 1 Week: 8	Term: 2 Week: 9	Term: 3 Week: 9/10
			Description <i>Examination of limited scope</i>	Description <i>Assignment/ investigation</i>	Description <i>Formal written examination</i>
			Outcomes MA11-1, MA11-2, MA11-9	Outcomes MA11-1, MA11-3, MA11-8, MA11-9	Outcomes MA11-1 to MA11-7, MA11-9
MA11-1 to MA11-9	Understanding Fluency and Communication	50	20	10	20
MA11-1 to MA11-9	Problem Solving, Reasoning and Justification	50	15	15	20
		100	35	25	40

## MATHEMATICS EXTENSION 1 – 1 UNIT

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term: 1 Week: 9	Term: 2 Week: 7	Term: 3 Week: 9/10
			Description <i>Examination of limited scope</i>	Description <i>Assignment/ investigation</i>	Description <i>Formal written examination</i>
			Outcomes MA11-1, MA11-2, ME11-1, ME11-2, ME11-7	Outcomes ME11-1, ME11-2, ME11-4, ME11-6, ME11-7	Outcomes ME11-1 to ME11-5, ME11-7
ME11-1 to ME11-7	Understanding Fluency and Communication	50	20	10	20
ME11-1 to ME11-7	Problem Solving, Reasoning and Justification	50	15	15	20
		100	35	25	40

# SCIENCE

## BIOLOGY

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:1 Week:7	Term:2 Week:6	Term:3 Week:9/10
			Description <i>Depth Study</i>	Description <i>Model Task</i>	Description <i>Yearly Exam</i>
			Outcomes BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-7, BIO11-10, BIO11-11	Outcomes BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-9	Outcomes BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
BIO11-1 – BIO11-11	Skills in working scientifically	60	25	25	10
	Knowledge and understanding of course content	40	5	5	30
		100	30	30	40

## CHEMISTRY

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:1 Week:6	Term:2 Week:8	Term:3 Week:9/10
			Description <i>Depth Study</i>	Description <i>Research task</i>	Description <i>Yearly Exam</i>
			Outcomes CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-7, CH11-8	Outcomes CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-10	Outcomes CH11-1-11
CH11-1 – CH11-11	Skills in working scientifically	60	20	25	15
	Knowledge and understanding of course content	40	10	5	25
		100	30	30	40

## PHYSICS

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:1 Week:7	Term:2 Week:10	Term:3 Week:9/10
			Description <i>Depth Study</i>	Description <i>Take Home Assessment</i>	Description Yearly Examination
			Outcomes PH11-1, PH11-3, PH11-4, PH11-7, PH11-8	Outcomes PH11-4, PH11-5, PH11-6, PH11-7, PH11-10	Outcomes PH11-7, PH11-8, PH11-9, PH11-10, PH11-11
PH11-1 – PH11-11	Skills in working scientifically	60	20	25	15
	Knowledge and understanding of course content	40	10	5	25
		100	30	30	40

## INVESTIGATING SCIENCE

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:1 Week:9	Term:2 Week:7	Term:3 Week:9/10
			Description <i>Depth Study</i>	Description <i>Model</i>	Description Yearly Examination
			Outcomes INS11-1, INS11-3, INS11-4, INS11-5, INS11-7, INS11-8.	Outcomes INS11-2, INS11-3, INS11-6, INS11-10.	Outcomes INS11-7, INS11-8, INS11-9, INS11-10, INS11-11.
INS11-1 – INS11-11	Skills in working scientifically	60	25	25	10
	Knowledge and understanding of course content	40	5	5	30
		100	30	30	40

## EARTH AND ENVIRONMENTAL SCIENCE

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:1 Week:8	Term:2 Week:6	Term:3 Week:9/10
			Description <i>Field Report</i>	Description <i>Depth Study</i>	Description <i>Yearly Exam</i>
			Outcomes EES11-3, EES11-5, EES11-6, EES11-7	Outcomes EES11-1, EES11-2, EES11-4	Outcomes EES11-8, EES11-9, EES11-10, EES11-11
EES11-1 - EES11-11	Skills in working Scientifically	60	20	20	20
	Knowledge and Understanding	40	10	10	20
		100	30	30	40

## HSC MARINE STUDIES

Outcomes	Component	Weighting	Task 1	Task 2	Task 3	Task 4
			Term: 1 Week:9	Term: 2 Week: 9	Term:3 Week: 3	Term: 3 Week: 5/6
			Description <i>In class test</i>	Description <i>Research Task</i>	Description <i>Practical Book</i>	Description <i>Yearly Exam</i>
			Outcomes 4.1, 4.2	Outcomes 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2, 5.3, 5.4	Outcomes 1.3, 3.3, 3.4	Outcomes 1.1, 1.2, 1.4, 1.5
1.1 – 5.4	Knowledge and understanding of course outcomes and content	50	10	10		30
	Skills in working scientifically	50	10	30	10	
		100	20	40	10	30

# HSIE

## ANCIENT HISTORY

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:1 Week:9	Term:2 Week:9	Term:3 Week:9
			Description <i>Case Study</i>	Description <i>Historical investigation</i>	Description <i>Final Exam</i>
			Outcomes AH11-3, AH11-5, AH11-7, AH11-9	Outcomes AH11-1, AH11-2, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	Outcomes AH11-3, AH11-4, AH11-7, AH11-9, AH11-10
AH11-1 - AH11-10	Knowledge and understanding of content	40	10		30
	Historical Skills in the analysis and evaluation of sources and interpretations	20	10	5	5
	Historical inquiry and research	20		20	
	Communication of historical understanding in appropriate forms	20	10	5	5
		100	30	30	40

## SOCIETY AND CULTURE

Outcomes	Components	Weightings	TASK 1	TASK 2	TASK 3
			Term: 1 Week: 9	Term: 2 Week: 9	Term: 3 Week: 9/10
			Description <i>Social &amp; Cultural World Task</i>	Description <i>Personal &amp; Social Identity task</i>	Description Yearly exam
			Outcomes P1, P3, P4, P6, P7, P10	Outcomes P2, P5, P8, P9, P10	Outcomes P1, P2, P3, P4, P5, P7, P10
P1; P3; P6; P7; P10	Knowledge & understanding of course content	50		20	30
P2, P5, P8, P9,	Application & evaluation of social & cultural research methodologies	30	20	10	
P2, P3, P4, P5, P6, P10	Communication of information, ideas & issues in appropriate forms	20	10		10
		100	30	30	40



## LEGAL STUDIES

Components	Weightings	Task 1	Task 2	Task 3
		Term:1 Week:10	Term:2 Week:9	Term:3 Week:9/10
		Description <i>The Legal System Task</i>	Description <i>Law in practice: Indiv &amp; the Law</i>	Description <i>Yearly exam</i>
		Outcomes P1, P2, P3, P9	Outcomes P1, P4, P5 P6, P8, P9 P10	Outcomes P1, P2, P3 P4, P7, P9, P10
Knowledge and understanding	60	20	10	30
Research	20	5	15	
Communication	20	5	5	10
	100	30	30	40

## MODERN HISTORY

Components	Weightings	Task 1	Task 2	Task 3
		Term:1 Week:10	Term:2 Week:8	Term:3 Week:9
		Description <i>Investigating Modern History</i>	Description <i>Historical investigation</i>	Description <i>Yearly Exam</i>
		Outcomes MH11-6, MH11- 7, MH11-10	Outcomes MH11-6, MH11-7, MH11-8, MH11-9	Outcomes MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-9
Knowledge and understanding of content	40	10	10	20
Historical Skills in the analysis and evaluation of sources and interpretations	20	5	5	10
Historical inquiry and research	20	5	15	
Communication of historical understanding in appropriate forms	20	5	5	10
	100	25	35	40

## BUSINESS STUDIES

Components	Weightings	TASK 1	TASK 2	TASK 3
		Term: 1 Week: 8	Term: 2 Week: 8	Term: 3 Week: 9/10
		Description <i>Nature of Business</i>	Description <i>Business Plan for SME  Business Planning</i>	Description <i>Yearly exam</i>
		Outcomes P1, P2, P6, P8	Outcomes P3, P4, P7, P8, P9, P10	Outcomes P1, P2, P3, P4, P5, P6, P8, P9, P10
Knowledge & understanding of course content	40	10	15	15
Stimulus based skills	20			20
Inquiry & research	20	10	10	
Communication of business information ideas and issues in appropriate forms	20	5	10	5
	100	25	35	40

## WORK STUDIES

Components	Weightings	Task 1	Task 2	Task 3
		Term: 1 Week: 10	Term: 2 Week: 8	Term: 3 Week: 7
		Description: <i>Mock Interview</i>	Description: <i>Communication Task</i>	Description: <i>Team Enterprise Project</i>
		Outcomes: 1, 2, 3, 4, 5, 9	Outcomes: 5, 8, 9	Outcomes: 2, 5, 7, 9
Knowledge	30	10		20
Skills	70	20	30	20
	100	30	30	40

# JAPANESE CONTINUERS

Components	Weightings	TASK 1	TASK 2	TASK 3
		Term:2 Week: 1	Term: 3 Week: 4	Term: 3 Week: 9/10
		Description Role Play	Description Reading Blogs and responding via email	Description Yearly Examination
		Outcomes 1.1, 1.2, 1.3, 1.4, 3.1, 3.2	Outcomes 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 4.1	Outcomes 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1
Listening	30	20		20
Reading	30		10	20
Speaking	20	10		
Writing	20		20	
	100	30	30	40

# CREATIVE ARTS

## VISUAL ARTS

Outcomes	Components	Weightings	TASK 1	TASK 2	TASK 3
			Term: 2 Week: 2	Term: 3 Week: 10	Term: 3 Week: 10
			Description: <i>Exploring Place &amp; Space</i> Submitted: A range of artworks that investigate place and space through 2D artworks Critical and historical study of a chosen landscape artist	Description: <i>Exploring Representation</i> Submitted artwork(s) exploring 3D forms for found objects  Practical Exam	Description: <i>Art Criticism and Art History</i> written examination
			Outcomes: P1, P3, P4, P6, P7, P8, P9	Outcomes: P1, P2, P3, P4, P5, P6	Outcomes: P7, P8, P9, P10
P1,2,3,4,5,6	Art Making	50	25	25	
P7,8,9,10	Art Criticism and Art History	50	15		35
		100	40	25	35

## PHOTOGRAPHY 2 UNIT – 1<sup>st</sup> Year

Outcomes	Components	Weightings	TASK 1	TASK 2	TASK 3
			Term: 1 Week: 10	Term: 2 Week: 3	Term: 3 Week: 9/10
			Description: <i>Examination</i>	Description: <i>Portfolio of Photos and Journal</i>	Description: <i>Practical Exam</i>
			Outcomes CH1, CH2, CH3, CH4, CH5	Outcomes M2, M4, M5, M6	Outcomes M1, M2, M3, M5, M6
M1, M2, M3, M4, M5, M6	Making	70		35	35
CH1, CH2, CH3, CH4, CH5.	Critical and Historical	30	30		
		100	30	35	35

# MUSIC

Outcomes	Components	Weightings	TASK 1	TASK 2	TASK 3
			Term: 1 Week: 10	Term: 2 Week: 10	Term: 3 Week: 9
			Description <i>Viva Voce &amp; student devised Aural Analysis Topic 1-Popular Music</i>  <i>Presentation and written summary of viva voce, with student devised aural question and response based on an excerpt discussed in Viva Voce</i>	Description <i>Composition Portfolio &amp; Aural Analysis Topic 2-Music for Small Ensembles</i>  <i>Composition or arrangement, including aural analysis of composition with reference to concepts of music relevant to the chosen topic</i>	Description <i>Performance &amp; Viva Voce Topic 3-Rock Music</i>  <i>Solo or ensemble performance of 2 pieces and in class viva voce using performance repertoire demonstrating and understanding of featured instrumental techniques</i>
			Outcomes P2, P4, P5, P6, P8	Outcomes P3, P4, P6, P7, P8	Outcomes P1, P9, P10, P11
P3, P7, P8, P9, P10	Composition	25		25	
P1, P7, P9, P10, P11	Performance	25			25
P4, P5, P6, P10	Musicology	25	15		10
P2, P4, P5, P6, P10, P11	Aural	25	10	15	
		<b>100</b>	<b>25</b>	<b>40</b>	<b>35</b>

# DANCE

Outcomes	Components	Weightings	TASK 1	TASK 2	TASK 3
			Term: 2 Week: 3	Term: 3 Week: 9	Term: 3 Week: 9/10
			Description <i>Core Performance and Informal discussion with Logbook</i>	Description <i>Core Appreciation Essay submission</i>	Description <i>Core Composition and Informal Discussion with Logbook.</i>
			Outcomes P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P1.1, P1.2, P1.3	Outcomes P4.1, P4.2, P4.3, P4.4, P4.5	Outcomes P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7
P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P1.1, P1.2, P1.3	Performance	40	40		
P3.1, P3.2, P3.3, P3.4, P3.5, P3.6, P3.7, P1.1, P1.2, P1.3	Composition	30			30
P4.1, P4.2, P4.3, P4.4, P4.5, P1.1, P1.2, P1.3	Appreciation	30		30	
		<b>100</b>	<b>40</b>	<b>30</b>	<b>30</b>

# TAS

## YEAR 11 INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNITURE TECHNOLOGIES/MULTI MEDIA

Outcomes	Components	Weightings	TASK 1	TASK 2	TASK 3
			<b>Term:2 Week:1</b>	<b>Term:3 Week:7</b>	<b>Term:3 Week:9/10</b>
			<i>Description Practical Project No 1 &amp; Related Folio</i>	<i>Description Practical Project No 2 &amp; Related Folio</i>	<i>Description Yearly Examination</i>
			<b>Outcomes P2.1, P2.2, P3.1, P5.2</b>	<b>Outcomes P1.2, P3.2, P3.3, P4.1, P4.2, P5.1, P6.1</b>	<b>Outcomes P1.1 P4.3, P6.2, P7.1, P7.2</b>
<b>P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2, P7.1, P7.2,</b>	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	<b>30</b>	10	10	10
	Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques in the production of projects.	<b>70</b>	30	30	10
		<b>100</b>	<b>40</b>	<b>40</b>	<b>20</b>

## FOOD TECHNOLOGY

Outcomes	Components	Weightings	TASK 1	TASK 2	TASK 3
			<b>Term:1 Week:10</b>	<b>Term:2 Week:10</b>	<b>Term:3 Week:9/10</b>
			<b>Description:</b> Nutrition	<b>Description:</b> Food Quality	<b>Description:</b> Examination
			<b>Outcomes P2.1, P3.1, P4.2, P4.3, P5.1</b>	<b>Outcomes P2.2, P3.2, P4.1, P4.2, P4.4, P5.1</b>	<b>Outcomes P1.1, P1.2, P2.1, P2.2, P3.1,</b>
<b>P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P4.1, P4.2, P4.3, P4.4, P5.1</b>	Knowledge and understanding of course content	<b>40</b>	10		30
	Knowledge and skills in designing, researching, analyzing and evaluating	<b>30</b>	10	10	10
	Skills in experimenting with and preparing food by applying theoretical concepts	<b>30</b>	10	20	
	<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# PDHPE

## PD/HEALTH/PE

Components	Weightings	TASK 1	TASK 2	TASK 3
		<b>Term:1 Week:9</b>	<b>Term:2 Week:9</b>	<b>Term:3 Week:9/10</b>
		<b>Description:</b> <i>Better health for individuals</i>	<b>Description:</b> <i>Body in Motion Task</i>	<b>Description</b> <i>Yearly Exam</i>
		<b>Outcomes</b> <b>P1, P2, P3, P4, P5, P6, P15, P16</b>	<b>Outcomes</b> <b>P7, P8, P10, P11, P17</b>	<b>Outcomes</b> <b>P1 - P12, P16, P17</b>
Knowledge and Understanding of course content	<b>40</b>	15	15	10
Skills in critical thinking, research analysing and communicating	<b>60</b>	20	20	20
<b>Total</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

## SPORT, LIFESTYLE AND RECREATION

Components	Weightings	TASK 1	TASK 2	TASK 3
		<b>Term:1 Week:8</b>	<b>Term:2 Week:10</b>	<b>Term:3 Week:6</b>
		<b>Description:</b> <i>Aquatics task</i>	<b>Description:</b> <i>Sports Coaching and Training task</i>	<b>Description:</b> <i>Resistance training task</i>
		<b>Outcomes</b> <b>1.3, 2.2, 3.1, 3.6, 4.4, 4.5</b>	<b>Outcomes</b> <b>1.1, 2.1, 3.1, 3.2, 4.2, 4.5</b>	<b>Outcomes</b> <b>1.3, 2.3, 2.5, 3.2, 3.3, 4.4</b>
Knowledge and understanding	<b>50</b>	15	20	15
Skills	<b>50</b>	20	15	15
<b>Total</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>



## COMMUNITY AND FAMILY STUDIES

<b>Components</b>	<b>Weightings</b>	<b>TASK 1</b>	<b>TASK 2</b>	<b>TASK 3</b>
		<b>Term:1 Week:7</b>	<b>Term:2 Week:6</b>	<b>Term:3 Week:9/10</b>
		<b>Description:</b> <i>Resource Management Task</i>	<b>Description:</b> <i>Conflict Case/ Task Lit Review</i>	<b>Description:</b> <i>Yearly Exam</i>
		<b>Outcomes P1.1, P1.2, P4.1, P5.1, P6.1</b>	<b>Outcomes P2.1, P2.3, P4.1, P4.2, P6.2</b>	<b>Outcomes P1.1 – P7.4</b>
Knowledge and understanding of course content	<b>40</b>	15	15	10
Skills in critical thinking, research methodology, analysing and communicating	<b>60</b>	20	20	20
<b>Total</b>	<b>100</b>	<b>35</b>	<b>35</b>	<b>30</b>

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# VET SUBJECTS

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- **HOSPITALITY OPERATIONS**
- **CONSTRUCTION**

1. Continually assessing competencies as per the Competency Record
2. Cumulative ranks or marks will not apply, as these are competency-based frameworks
3. Work Placement Dates - TBA

**School Name: Narara Valley High School**
**Student Competency Assessment Schedule 2022**
**Course: Preliminary - Construction Pathways**

Assessment Tasks for Certificate II Construction Pathways CPC20220		Cluster A	Cluster B	Cluster C	Cluster D	Yearly Examination (Optional)
Assessment due		Week: 10 Term: 1	Week: 10 Term:2	Week: 7 Term: 3	Week: 10 Term: 4	
Code	Unit of Competency					HSC Examinable Units of Competency
CPCCWHS1001	Prepare to work safely in the construction industry	X				
CPCCWHS2001	Apply WHS requirements, policies and procedures in the construction industry		X			
CPCCOM2001	Read and interpret plans and specifications			X		
CPCCOM1013	Plan and organise work			X		
CPCCOM1015	Carry out measurements and calculations				X	
CPCCCM1011	Undertake basic estimation and costing				X	

Depending on the achievement of units of competency, the possible qualification outcome is **Certificate II Construction Pathways CPC20220** or a **Statement of Attainment towards Certificate II Construction Pathways CPC20220**.

**Schools may schedule examinations in preparation for the HSC exam. 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 Name: Narara Valley High School

Student Competency Assessment Schedule 2022

Course: Preliminary Hospitality – Kitchen Operations and Cookery

Assessment Tasks for Certificate II in Kitchen Operations SIT20416 Assessment Due:		Cluster A	Cluster B	Cluster C	Yearly Examination (Optional)
		Getting ready for work	Intro to the Commercial Kitchen	Keeping Food Safe	
		Week: 10 Term: 1	Week: 10 Term: 2	Week: 7 Term: 3	
Code	Unit of Competency				HSC Examinable Units of Competency
SITXFSA001	Use hygienic practices for food safety	X			
SITXWHS001	Participate in safe work practices	X			
SITHKOP001	Clean kitchen premises and equipment		X		
SITHCCC001	Use food preparation equipment		X		
SITXINV002	Maintain the quality of perishable items			X	
SITXFSA002	Participate in safe food handling practices			X	
SITHCCC002	Prepare and present simple dishes			X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate II in Kitchen Operations SIT20416** or a **Statement of Attainment towards Certificate II in Kitchen Operations SIT20416**.

**Schools may schedule examinations 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.

**NARARA VALLEY HIGH SCHOOL**

**REQUEST FOR EXTENSION OF TIME FOR SUBMISSION  
OF ASSESSMENT TASK**

STUDENT'S NAME: \_\_\_\_\_

DATE: \_\_\_\_\_ TEACHER: \_\_\_\_\_

SUBJECT: \_\_\_\_\_

TITLE OF ASSESSMENT TASK: \_\_\_\_\_

REASON FOR EXTENSION OF TIME: (Documentary evidence from  
Doctor/parent should be provided.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

In applying for this extension of time, I assure the Principal that I am not seeking to gain an unfair advantage over other students in the course.

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Parent/Guardian's Signature

I have noted the above request and **HAVE / HAVE NOT** granted an extension of time.

- Extension of time granted \_\_\_\_\_ days.
- The task must be submitted on or before \_\_\_\_\_.

\_\_\_\_\_  
Head Teacher's Signature