

# NARARA VALLEY HIGH SCHOOL



## ASSESSMENT FOR YEAR 11 COURSES 2024

# 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 the Principal 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 and the Deputy Principal. 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 Advisor 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 or delegate, 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 NESAC 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:11	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:11	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, EN11-4, 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:10	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:11	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>

# MATHEMATICS

## MATHEMATICS STANDARD – 2 UNITS (including Maths in Trades)

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 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
		<b>100</b>	<b>35</b>	<b>25</b>	<b>40</b>

# 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, BIO11-8	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 P11-1 to P11-11
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:8	Term:2 Week:9	Term:3 Week:9/10
			Description <i>Depth Study</i>	Description <i>Model Task</i>	Description <i>Yearly Examination</i>
			Outcomes INS11-1, INS11-3, INS11-4, INS11-8.	Outcomes INS11-2, INS11-3, INS11-4, INS11-10.	Outcomes INS11-5, INS11-6, INS11-7, INS11-9, , INS11-11.
INS11-1 – INS11-11	Skills in working scientifically	60	20	15	25
	Knowledge and understanding of course content	40	10	15	15
		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
			<i>Description</i> <i>In class test</i>	<i>Description</i> <i>Research Task</i>	<i>Description</i> <i>Practical Book</i>	<i>Description</i> <i>Yearly Exam</i>
			Outcomes 4.1, 4.2	Outcomes 2.2, 3.1, 3.2, 5.3	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	20	20	
		100	20	30	20	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>Source Analysis</i>	Description <i>Historical investigation</i>	Description <i>End of course exam</i>
			Outcomes AH11-6, AH11-7, AH11-9, AH11-10	Outcomes AH11-3, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	Outcomes AH11-1, AH11-2, AH11-7, AH11-9,
	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

## JAPANESE BEGINNERS

Components	Weightings	TASK 1	TASK 2	TASK 3
		Term:1 Week: 9	Term: 3 Week: 9	Term: 3 Week: 9/10
		Description Speaking Listening	Description Reading Writing	Description Yearly Examination
		Outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	Outcomes 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4	Outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5
Listening	30	10		20
Reading	30		20	20
Speaking	20	10		
Writing	20		20	
	100	20	40	40

# CREATIVE ARTS

## VISUAL ARTS

Outcomes	Components	Weightings	TASK 1	TASK 2	TASK 3
			Term: 2 Week: 2	Term: 3 Week: 9/10	Term: 3 Week: 9/10
			Description: <i>Practical Assessment</i>	Description: <i>Practical Assessment</i>	Description: <i>Art Criticism and Art History written examination</i>
			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: 2	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>

# DRAMA

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:2 Week:2	Term:3 Week:2	Term:3 Week:9/10
			<b>Cosi Performance and Critical Analysis</b> Presentation of Scripted Performance informed by ideas and approaches of selected directors. Includes log book record.	<b>Group Performance</b> Group Performance  Submission of logbook analysis of improvisation process including evaluation of ideas development, decisions regarding the manipulation of theatrical elements and student contribution to collaboration.	<b>Preliminary Project and Written Response</b>  Performance for an audience.  Written Essay Examination on the making process and the development of actor/audience relationship.
			<b>Outcomes</b> P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P3.3	<b>Outcomes</b> P1.1, P1.2, P1.6, P2.1, P2.3, P2.4, P2.5, P2.6	<b>Outcomes</b> P1.1, P1.3, P1.4, P1.5, P1.6, P3.2, P3.3, P3.4
P1.1, P1.2, P1.3, P1.4, P1.5, P1.6, P2.1, P2.2, P2.3, P2.4, P2.5, P2.6, P3.1, P3.2, P3.3, P3.4	Making	40		20	20
	Performing	30	10	10	10
	Critically studying	30	20		10
		<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

# TAS

## YEAR 11 INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS & FURNITURE TECHNOLOGIES OR 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>
			<b>Description Practical Project No 1 &amp; Related Folio</b>	<b>Description Practical Project No 2 &amp; Related Folio</b>	<b>Description Yearly Examination</b>
			<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:11</b>	<b>Term:2 Week:10</b>	<b>Term:3 Week:9/10</b>
			Description: Nutrition	Description: Food Quality	Description: 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>	20	10	
	<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>

## CORE STRANDS/OPTIONS & THEIR OVERALL WEIGHTINGS

- **CORE 1: BETTER HEALTH FOR INDIVIDUALS (30%)**
- **CORE 2: THE BODY IN MOTION (30%)**
- **OPTION ONE: FITNESS CHOICES (20%)**
- **OPTION TWO: FIRST AID (20%)**

## SPORT, LIFESTYLE AND RECREATION

Components	Weightings	TASK 1	TASK 2	TASK 3
		<b>Term:1 Week:7/8/9</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 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

Components	Weightings	TASK 1	TASK 2	TASK 3
		<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>Secondary Methodologies Task</i>	<b>Description:</b> <i>Yearly Exam</i>
		<b>Outcomes P1.1, P1.2, P5.1, P6.1</b>	<b>Outcomes P2.2, P3.1, P4.1, P4.2,</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>

## EXPLORING EARLY CHILDHOOD

Components	Weightings	TASK 1	TASK 2	TASK 3
		<b>Term:1 Week:10</b>	<b>Term:2 Week:6</b>	<b>Term:3 Week: 9/10</b>
		<b>Description:</b> <i>Antenatal information task</i>	<b>Description:</b> <i>Motor Development Task</i>	<b>Description</b> <i>Yearly Exam</i>
		<b>Outcomes 1.1, 1.4, 2.1, 5.1, 6.1</b>	<b>Outcomes 1.2, 1.3, 1.5, 5.1,</b>	<b>Outcomes 1.4, 2.2, 2.3, 2.4, 4.2, 6.2</b>
Knowledge and understanding of critical content	<b>40</b>	15	10	15
Skills in critical thinking, research methodology, analysing and communicating	<b>60</b>	15	20	25
<b>Total</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>

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# VET SUBJECTS

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- **BUSINESS SERVICES**
- **HOSPITALITY**
- **MANUFACTURING & ENGINEERING**
- **CONSTRUCTION Pathways**
- **PRIMARY INDUSTRIES**

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

Assessment Schedule Year 11 - 2024

Code	Unit of Competency	Assessment Tasks for 4BBSB30120 Certificate III in Business			EXAM Half Yrly Week 9/10 Term 3
		Task 1 Let's get tech savvy Week 2 Term 2	Task 2 Organising business safety Week 2 Term 3	Task 3 Working in Industry Week 7 Term 3	
<a href="#">BSBTEC201</a>	Use business software applications	X			
<a href="#">BSBTEC202</a>	Use digital technologies to communicate in the work environment	X			
<a href="#">BSBWHS311</a>	Assist with maintaining workplace safety		X		
<a href="#">BSBINS302</a>	Organise workplace information		X		
<a href="#">BSBXCM301</a>	Engage in workplace communication			X	
<a href="#">BSBOPSS201</a>	Work effectively in business environments			X	

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1B4BBSB30120 Certificate III in Business.

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

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

School Name: Narara Valley High School

Assessment Schedule Year 11 - 2024

Code		Unit of Competency	HSC Examinable Unit	Assessment Tasks for 4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)				EXAM
				Task 1 White Card Week 9 Term 1	Task 2 Work safe, stay safe Week 2 Term 2	Task 3 Working it out Week 9 Term 2	Task 4 Project planning Week 7 Term 3	Week 9/10 Term 3
CPCWHS1001		Prepare to work safely in the construction industry		X				
CPCCWHS2001		Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011		Undertake basic estimation and costing			X			
CPCCOM1015		Carry out measurements and calculations	√			X		
CPCCOM2001		Read and interpret plans and specifications	√				X	
CPCCOM1013		Plan and organise work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward 1B4BCPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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

Assessment Tasks for 4BSIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the kitchen	Task 2 Service please	Yearly EXAM
Code	Unit of Competency	Week 5, Term 2	Wk 7, Term 3	Term 3 2024
SITXFSA005	Use hygienic practices for food safety	X		Week 9/10
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a 1B4BSIT20322 Certificate II in Hospitality.

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

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

Code	Unit of Competency	Assessment Tasks for 4BMEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways			EXAM Half Yrly Week 9/10 Term 3
		Task 1 Welcome to the industry Week 2 Term 2	Task 2 Right tool, right job Week 10 Term 3	Task 3 Engineering in practice Week 7 Term 3	
MEM13015	Work safely and effectively in manufacturing and engineering	X			
MEM16006	Organise and communicate information	X			
MEM11011	Undertake manual handling	X			
MEM18001	Use hand tools		X		
MEM18002	Use power tools/hand held operations		X		
MEM12024	Perform computations			X	
MEM16008	Interact with computing technology			X	
MEM07032	Use workshop machines for basic operations			X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment towards 1B4BMEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways.

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

School Name:

Blended Assessment Schedule Year 11 - 2024

Code	Unit of Competency	HSC Examinable Unit	Assessment Tasks for 4BAHC20122 Certificate II in Agriculture																
			Task 1 WHS		Task 2 Communicate and Work Effectively		Task 3 Operate Tractors		Task 4 Biosecurity		Task 5 Handle and Observe Livestock		Task 18 Soil		Task 16 Recognise plants		EXAM		
			Wk 6	Wk 9	Wk 7	Wk 9	Wk 7	Wk 5	Wk 7	Wk 5	Wk 9	Wk 10	Wk 9	Wk 10	Wk 9	Wk 10	Wk 9	Wk 10	
AHCWHS202	Participate in workplace health and safety processes	✓	X																
AHCWRK212	Work effectively in industry	✓		X															
AHCWRK213	Participate in workplace communications			X															
AHCMOM202	Operate tractors				X														
AHCMOM304	Operate machinery and equipment					X													
AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity						X												
AHCLSK205	Handle livestock using basic techniques							X											
AHCLSK204	Carry out regular livestock observation								X										
AHCSOL203	Assist with soil or growing media sampling and testing									X									
AHPCPM204	Recognise Plants												X						

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward 1B4BAHC20122 Certificate II in Agriculture.

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



# Narara Valley High School

## Application for Illness or Misadventure Appeal

**Closing Date for Appeals:** Forty-eight hours after examination or task. This form constitutes an application for an alternate task where applicable. Complete the form and return it to the relevant **Head Teacher**.

<b>Surname:</b>	<b>First Name(s):</b>	
<b>Roll Class:</b>	<b>Year:</b>	<b>Date:</b>

<b>Due Date of Task:</b> _____	<b>Subject:</b> _____	
<b>Nature of Task:</b> In Class Task <input type="checkbox"/> Oral Presentation <input type="checkbox"/> Written Submission <input type="checkbox"/> Practical Submissions <input type="checkbox"/> Examination <input type="checkbox"/>		
<b>What is the nature of this Appeal?</b> (Please Tick – you may select more than one)		
Illness <input type="checkbox"/>	Absent <input type="checkbox"/>	Alternate Task <input type="checkbox"/>
Misadventure <input type="checkbox"/>	No Penalty <input type="checkbox"/>	Mark Review <input type="checkbox"/>
<b>Explain briefly the nature of the Illness or Misadventure:</b> _____ _____ _____ _____		
<i>Attach additional pages if required.</i>		
Yes <input type="checkbox"/> NO <input type="checkbox"/> Were you absent (fully or partially) from school the day prior to the due date?		
Yes <input type="checkbox"/> NO <input type="checkbox"/> Were you absent (fully or partially) on the due date?		
Yes <input type="checkbox"/> NO <input type="checkbox"/> Did you contact the Head Teacher about your absence?		
Yes <input type="checkbox"/> NO <input type="checkbox"/> Did you submit or complete the task on the due date?		
Yes <input type="checkbox"/> NO <input type="checkbox"/> Were you granted an extension for the Assessment?		

Failure to submit or fully complete this form may result in the maximum possible mark penalty. I declare that all the information I have supplied is true.

**Student's signature:**

**Parent's/Guardian's signature:**

**Date:**

**Outcome/Decision of Head Teacher:**

**Head Teacher**



**Signature: RECEIPT:** This portion should be returned to the student by the Head Teacher.

I have received an Illness/Misadventure Claim from \_\_\_\_\_ for \_\_\_\_\_

HT Signature: \_\_\_\_\_

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