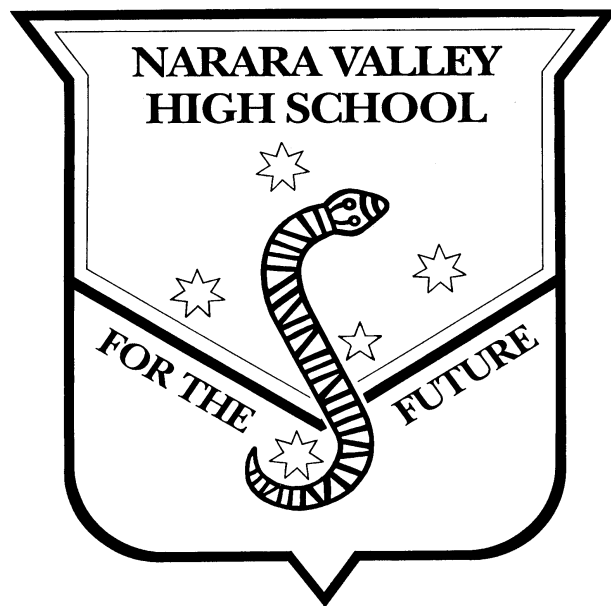


NARARA VALLEY HIGH SCHOOL



ASSESSMENT FOR YEAR 11 COURSES 2025

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 (e.g. 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.
- h. students must successfully complete HSC minimum standards to a Level 3 in numeracy, reading and writing.

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 more than 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 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 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:8/9
			Description <i>Reading to Write (Creative text/s with reflection)</i>	Description <i>Comparative Study (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
		100	30	40	30

STANDARD ENGLISH

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:1 Week:11	Term:2 Week:10	Term:3 Week:8/9
			Description <i>Reading to Write (Creative text/s with reflection)</i>	Description <i>Contemporary Possibilities (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
		100	30	40	30

EXTENSION ENGLISH 1

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:1 Week:10	Term:2 Week:10	Term:3 Week:8/9
			Description <i>Imaginative response + reflection</i>	Description <i>Independent Research Project</i>	Description <i>Comparative essay (Yearly Examination)</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
		100	30	40	30

ENGLISH STUDIES

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:1 Week:11	Term:2 Week:10	Term:3 Week:8/9
			Description <i>Mandatory Module Task</i>	Description <i>Elective 1 task</i>	Description <i>Elective 2 examination</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"> ● Comprehending texts ● Communicating ideas ● Using language accurately, appropriately and effectively 	50	15	15	20
		100	30	30	40

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: 8/9
			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: 9	Term: 2 Week: 9	Term: 3 Week: 8/9
			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: 8	Term: 2 Week: 7	Term: 3 Week: 8/9
			Description <i>Examination of limited scope</i>	Description <i>Assignment/ investigation</i>	Description <i>Formal written examination</i>
			Outcomes ME11-5, ME11-7	Outcomes ME11-1, ME11-2, 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

NUMERACY CEC - 2 UNITS

Components	Weighting %	Task 1	Task 2	Task 3
		Term 1, Week 8	Term 2, Week 9	Term 3, Week 9
		Assignment Cars around the moon	Assignment Aboriginal Garden Design	Assignment Travel guide
		Outcomes assessed N6-1.2 N6-1.3 N6-2.2 N6-3.1	Outcomes assessed N6-1.2 N6-2.1 N6-2.2 N6-2.5 N6-3.1	Outcomes assessed N6-1.1 N6-2.2 N6-2.3 N6-3.2
Knowledge and understanding	50	15	15	20
Skills	50	10	20	20
Total %	100	25	35	40

SCIENCE

BIOLOGY

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:1 Week:7	Term:2 Week:6	Term:3 Week:8/9
			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:8/9
			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:8/9
			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:8/9
			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

MARINE STUDIES

Outcomes	Component	Weighting	Task 1	Task 2	Task 3
			Term: 1 Week:7	Term: 2 Week: 6	Term: 3 Week:8/9
			<i>Description</i> Species portfolio and model	<i>Description</i> Firsthand investigation, “community survey (group task) and presentation	<i>Description</i> Yearly Exam
			Outcomes TBC	Outcomes TBC	Outcomes TBC
MS 1.1 - 5.4	Knowledge and understanding of course outcomes and content	50	10	10	30
	Skills in working scientifically	50	20	20	10
		100	30	30	40

HSIE

ANCIENT HISTORY

Component	Weighting	Task 1	Task 2	Task 3
		Term: 1 Week: 9	Term: 2 Week: 9	Term: 3 Week: 9
		Task Name Source Analysis	Task Name Historical Investigation	Task Name Yearly Examination
		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 course 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
Total	100	30	30	40

BUSINESS STUDIES

Component	Weighting	Task 1	Task 2	Task 3
		Term: 1 Week: 8	Term: 2 Week: 8	Term: 3 Week: 8/9
		Task Name Nature of Business	Task Name Business Plan for SME Business Planning	Task Name Yearly Examination
		Outcomes P1, P2, P6, P8	Outcomes P3, P4, P7, P8, P9, P10	Outcomes P1, P2, P3, P4, P5, P6, P8, P9, P10
Knowledge And understanding of course content	40	10	15	15
Stimulus – based skills	20			20
Inquiry and research	20	10	10	
Communication of business information, ideas and issues in appropriate forms	20	5	10	5
Total	100	25	35	40

JAPANESE CONTINUERS

Component	Weighting	Task 1	Task 2	Task 3
		Term: 1 Week: 9	Term: 2 Week: 9	Term: 3 Week: 8/9
		Task Name Listening & Speaking	Task Name Reading & Writing	Task Name Yearly Examination
		Outcomes 1.1, 1.2, 1.4, 2.1,2.2, 3.1,3.2	Outcomes 2.1, 2.2, 2.3, 3.1, 3.4, 3.5	Outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1
Listening	30	10		20
Reading	30		10	20
Speaking	20	20		
Writing	20		20	
Total	100	30	30	40

JAPANESE BEGINNERS

Component	Weighting	Task 1	Task 2	Task 3
		Term:1 Week: 9	Term: 2 Week: 9	Term: 3 Week: 8/9
		Task Name Listening & Speaking	Task Name Reading & Writing	Task Name Yearly Examination
		Outcomes 1.1, 1.2, 1.3, 1.4, 2.1, 2.2,	Outcomes 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	Outcomes 1.1,1.2, 2.1, 2.2, , 2.5, 3.1, 3.2, 3.3, 3.4
Listening	30	20		10
Reading	30		20	10
Speaking	20	10		10
Writing	20		10	10
Total	100	30	30	40

LEGAL STUDIES

Component	Weighting	Task 1	Task 2	Task 3
		Term: 1 Week: 10	Term: 2 Week: 9	Term: 3 Week: 8/9
		Task Name The Legal System	Task Name Law in practice: Individual & the Law	Task Name Yearly Examination
		Outcomes P1, P2, P3, P9	Outcomes P4, P5, P6, P8,	Outcomes P1, P4, P7, P10
Knowledge & understanding of course content	40	20	10	10
Analysis and evaluation	20	5	15	
Inquiry and research	20	5	5	10
Communication of legal information, ideas & issues in appropriate forms	20			20
Total	100	30	30	40

MODERN HISTORY

Component	Weighting	Task 1	Task 2	Task 3
		Term: 1 Week: 10	Term: 2 Week: 8	Term: 3 Week: 8/9
		Task Name Investigating Modern History	Task Name Historical Investigation	Task Name Yearly Examination
		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 course 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
Total	100	25	35	40

SOCIETY AND CULTURE

Component	Weighting	Task 1	Task 2	Task 3
		Term: 1 Week: 9	Term: 2 Week: 9	Term: 3 Week: 8/9
		Task Name Social & Cultural World Task	Task Name Personal & Social Identity task	Task Name Yearly Examination
		Outcomes P1, P3, P4, P6, P7, P10	Outcomes P1, P2, P5, P8, P9, P10	Outcomes P2, P3, P4, P5, P7, P10
Knowledge and understanding of course content	50		20	30
Application and evaluation of social and cultural research methods	30	20	10	
Communication of information, ideas and issues in appropriate forms	20	10		10
Total	100	30	30	40

WORK STUDIES

Component	Weighting	Task 1	Task 2	Task 3
		Term: 1 Week: 10	Term: 2 Week: 8	Term: 3 Week: 9
		Task Name Interview Preparation and Interview	Task Name Managing Your Money Budgeting Task	Task Name Cover Letter and Resume Task
		Outcomes 1, 2, 3, 4	Outcomes 5, 6, 8, 9	Outcomes 1, 2, 3, 4, 5, 6, 7, 8, 9
Knowledge and understanding	30	10		20
Skills and content	70	20	30	20
Total	100	30	30	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: 8/9
			Description: <i>Practical Assessment</i>	Description: <i>Practical Assessment</i>	Description: <i>Art Criticism and Art History written examination</i>
			Description: <i>Critical and historical study of a chosen landscape artist</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 – 1st Year

Outcomes	Components	Weightings	TASK 1	TASK 2	TASK 3
			Term: 1 Week: 10	Term: 2 Week: 3	Term: 3 Week: 8/9
			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 & 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 & 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 & 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	
		100	25	40	35

DANCE

Outcomes	Components	Weightings	TASK 1	TASK 2	TASK 3
			Term: 2 Week: 2	Term: 3 Week: 9	Term: 3 Week: 8/9
			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	
		100	40	30	30

DRAMA

Outcomes	Components	Weightings	Task 1	Task 2	Task 3
			Term:2 Week:4	Term:3 Week:2	Term:3 Week:8
			Performance and Critical Analysis Presentation of Scripted Performance informed by ideas and approaches of selected directors. Includes log book record.	Group Performance 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.	Preliminary Project and Written Response Performance for an audience. Written Essay Examination on the making process and the development of actor/audience relationship.
			Outcomes P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P3.3	Outcomes P1.1, P1.2, P1.6, P2.1, P2.3, P2.4, P2.5, P2.6	Outcomes 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, P.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
		100	30	30	40

TAS

YEAR 11 INDUSTRIAL TECHNOLOGY –

TIMBER PRODUCTS & FURNITURE TECHNOLOGIES OR MULTI MEDIA

Outcomes	Components	Weightings	TASK 1	TASK 2	TASK 3
			Term:2 Week:1	Term:3 Week:7	Term:3 Week: 8/9
			Description <i>Practical Project No 1 & Related Folio</i>	Description <i>Practical Project No 2 & Related Folio</i>	Description <i>Yearly Examination</i>
			Outcomes P2.1, P2.2, P3.1, P5.2	Outcomes P1.2, P3.2, P3.3, P4.1, P4.2, P5.1, P6.1	Outcomes P1.1 P4.3, P6.2, P7.1, P7.2
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,	Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area.	30	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.	70	30	30	10
		100	40	40	20

FOOD TECHNOLOGY

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

PDHPE

HMS (HEALTH & MOVEMENT SCIENCE)

Component	Task 1	Task 2	Task 3	Weighting %
	Focus Area 1: Research Task	Psychology & Performance (COLLAB)	Yearly Exam	
	T1 WK 8	T3, WK 1	T3 WK 8/9	
	HM-11-01 HM-11-02 HM-11-06 HM-11-10	HM-11-03, HM-11-04 HM-11-05, HM-11-06 HM-11-07, HM-11-08 HM-11-09, HM-11-10	HM-11-01 HM-11-02 HM-11-03 HM-11-04 HM-11-06 HM-11-09	
Knowledge & Understanding of course content	10	10	20	40
skills in Collaboration, Analysis, Communication, Creative Thinking, Problem Solving and Research	20	30	10	60
Total %	30%	40%	30%	100%

CORE STRANDS & THEIR OVERALL WEIGHTINGS

- CORE 1: HEALTH FOR INDIVIDUALS & COMMUNITIES (50%)
- CORE 2: THE BODY & MIND IN MOTION (50%)

SPORT, LIFESTYLE & RECREATION

Component	Task 1	Task 2	Task 3	Weighting
	Aquatics Task	Sports Coaching Task	Resistance Training Task	
	Term 1 Week 7-9	Term 2 Weeks 9-11	Term 3 Week 7	
	1.3, 2.2, 3.1, 3.6, 4.4, 4.5	1.1, 2.1, 3.1, 3.2, 4.2, 4.5	1.3, 2.3, 2.5, 3.2, 3.3, 4.4	
Knowledge and understanding	15	20	15	50
Skills	20	15	15	50
Total %	35%	35%	30%	100

COMMUNITY & FAMILY STUDIES

Component	Weighting %	Task 1	Task 2	Task 3
		Research Management Task	Secondary Methodologies Task	Yearly Exam
		Term 1 Week 7	Term 2 Week 6	Term 3 Weeks 8/9
		P1.1, P1.2, P5.1, P6.1,	P2.2, P3.1, P4.1, P4.2	P1.1 –P7.4
Knowledge and understanding of course content	40	15	15	10
Skills in critical thinking, research methodology, analysing and communicating	60	20	20	20
Total %	100%	35%	35%	30%

EXPLORING EARLY CHILDHOOD

Component	Weighting %	Task 1	Task 2	Task 3
		Antenatal Information Task	Motor Development Task	Yearly Exam
		Term 1 Week 10	Term 2 Week 6	Term 3 Weeks 8/9
		1.1, 1.4, 2.1, 5.1, 6.1	1.2, 1.3, 1.5, 5.1	1.4, 2.2, 2.3, 2.4, 4.2, 6.2
Knowledge and understanding of course content	40	15	10	15
Skills in critical thinking, research methodology, analysing and communicating	60	15	20	25
Total %	100%	30%	30%	40%

VET SUBJECTS

- HOSPITALITY
- MANUFACTURING & ENGINEERING
- CONSTRUCTION Pathways

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: _____

Joinery

Assessment Schedule Year 11 – 2025

Assessment Tasks for		Task 1	Task 2	Task 3	Task 4
CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)		White card	Tools and equipment	Work safe	Working it out
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week: 10 Term: 1	Week: 10 Term: 1	Week: 10 Term: 2	Week: 6 Term: 3
*Task 2 completion may be carried over to HSC year		Date: 11/4/25	Date: 11/4/25	Date: 4/7/25	Date: 29/8/25
Code	Unit of Competency	HSC Examinable			
CPCWHS1001	Prepare to work safely in the construction industry	X			
CPCCCA2002	Use carpentry tools and equipment		X		
CPCCCM2005	Use construction tools and equipment		X		
CPCCCA2011	Handle carpentry materials		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

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

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

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 - 2025

Code	Unit of Competency	HSC Examinable	Task 1		Task 2	
			Safety in the kitchen		Service please	
			Week	Term	Week	Term
SITXWHS005	Participate in safe work practices	X	2	2	5	3
SITXFSA005	Use hygienic practices for food safety	X	2	2	5	3
SITXFSA006	Participate in safe food handling practices	X	2	2	5	3
SITHCC025	Prepare and present sandwiches		2	2	5	3
SITXCCS011	Interact with customers	X				
SITXCOM007	Show social and cultural sensitivity					

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BSIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark is to be an estimate of likely performance in the HSC examination and will reflect each student's achievement of tasks similar to the HSC examination, such as a trial HSC examination.

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".



Education

Manufacturing and Engineering Introduction
Qualification: 1BMEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways
Cohort 2025 - 2026
Training Package MEM - Manufacturing and Engineering

RTO - NSW Department of Education - 90333
towards MEM20422 Certificate II in

School Name: MANUFACTURING & ENGINEERING

Assessment Schedule Year 11 - 2025

Code	Unit Name	Assessment Tasks for		
		Task 1 Welcome to the industry Week 2 Term 2 Date 9/5/25	Task 2 Right tool right job Week 10 Term 2 Date 4/7/25	Task 3 Engineering in practice Week 8 Term 3 Date 12/9/25
MEM10119	Certificate I in Engineering & Statement of Attainment towards MEM20422 Certificate II in Engineering Pathways			
	Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students. *Task 2 completion may be carried over to HSC year			
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 computer technology			X
MEM07032	Use workshop machines for basic operations			X

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward 1BMEM10119 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”.



Narara Valley High School

ILLNESS or MISADVENTURE REQUEST FORM

This form must be submitted no later than 5 school days from the submission date of the assessment task. In cases of prolonged absence, please contact the Head Teacher of the course or the Deputy Principal.

Student Name:	Course teacher:
Year group:	Date:
Roll Class:	

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED:

- Reason for illness/misadventure request completed
- All course and task details to be completed
- Classroom teacher/Head Teacher comment/signature completed
- Doctor's Certificate/supporting evidence attached
- Parent/Carer signature and date completed
- Student signature and date completed

Once this form has been completed, the student must then hand the request form to the Deputy Principal

Reason for Request: Illness Misadventure Absent Alternate task Mark review No penalty
(please circle)

Course Name: _____ **Original task due date:** _____

Task Name: _____ **Task number: 1/2/3/4** **Task weighing %:** _____

Nature of task: In class task Oral presentation Written submission Practical submission Examination
(please circle)

Has the task been completed / handed in? Yes **If 'Yes' – when?** _____

No **New submission date:** _____

Have you submitted an Illness/Misadventure/Extension for this course before? Yes No

Will you lodge an appeal for this Illness/Misadventure in another course(s)? Yes No

Classroom Teacher Recommendation: _____

Classroom Teacher Signature: _____ **Date:** _____

Documentation Attached: Doctor's Certificate Other **Please describe:** _____

Briefly describe the reason for illness or misadventure _____

***Failure to submit this document in full may result in a zero mark. I declare that all information provided is true*

Parent/Carer Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Head Teacher Signature: _____ **Date:** _____

DEPUTY PRINCIPAL TO COMPLETE:

REQUEST APPROVED: YES / NO Student notified of decision

Deputy Principal Signature: _____ **Date:** _____

Extension of Time **New Submission Date:** _____ Alternate Task Mark Adjustment

Illness or Misadventure Request Guidelines

Narara Valley High School will only consider awarding special consideration in cases of **Illness or Misadventure**. These may be defined as follows;

- **Illness or injury** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the examination(s) (e.g. influenza, an asthma attack, broken arm);
- **Misadventure** – that is, any other event beyond the student's control which allegedly affected the student's performance in the examination(s) (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a natural disaster).

NOTE:

- On the due date of an assessment task, students must be present for the full school day and attend each timetabled lesson.
- Absence from school on the day of an assessment task does not warrant Illness/Misadventure unless the student follows the correct procedure. Student's must complete the Illness/Misadventure Request Form in full and attach the relevant documentation and supporting evidence within 5 school days of the due date of the task.
- **Medical Certificates must be written for the day of the task and specify a genuine reason for the absence.** A medical certificate that merely states you were unfit for school/work/study is unacceptable.
- Supporting documentation needs to be current, specific to the date/time of the task or exam and submitted with a completed Illness/Misadventure form. Documentation includes: Medical Certificate, statement from Police, certified statutory declaration.
- Students have 5 school days from the original due date of the assessment task to submit the completed Illness or Misadventure Request Form to the Deputy Principal.
- On the first day a student returns to school they must:
 - Speak with their classroom teacher or head teacher.
 - Hand in the outstanding assessment task.
 - Complete the missed in-class assessment.
 - In the case of missed examinations, the student is expected to sit the examination on the first day back.
 - If the student has missed more than one task, the student must report to the DP at the beginning of the day to plan for the completion of all tasks with the expectation that at least one missed task will be completed on that first day back.
- If a student still has not returned to school within the 5 school days, they are still required to submit an Illness/Misadventure form and contact the year group Deputy Principal
- All assessment tasks are published in the Assessment Information Booklets received by students at the beginning of their Year 11 and Year 12 HSC Courses.
- If an Illness/Misadventure Request is rejected by the panel, a mark of zero will be awarded. A student may further appeal this decision via a panel to be convened by the Principal.

If an Illness/Misadventure Request is approved the student will either:

- Complete the original task with an extension of time.
- Complete an alternate task of similar rigour based on the same outcomes.

In completing and submitting this form, those lodging the appeal agree to the conditions and policies above.