



Year 11
Amended
2020 Assessment Guidelines
and Schedules

Parent, Student & Staff Handbook

Amended May 2020

Note to students and parents

In this amended schedule the 2020 final report will have weightings converted to a percentage.

Mrs R Holz

Principal

Assessment Guidelines – Year 11 2020

What are assessment tasks?

Formal tasks

Students will be given formal assessment tasks, (including final examinations), to complete during the HSC Course in each course. These tasks have been allocated marks or weights and assess the outcomes of each course. The results of these tasks will be used to give students an indication of their achievement relative to the outcomes expected from students on each task. Results of these tasks also allow a comparison to other students in the same course. A final rank will be recorded on the school report as well as an indication of a student's overall achievement of course outcomes. The school will submit a final mark to the NESA (formally known as BOSTES) that reflects this rank by weighting the aggregated raw marks as per the advertised schedule with appropriate rounding to a whole number.

Other assessment tasks

Students will also be required to complete a range of other tasks throughout the course that may not take the form of pen and paper tests but are nevertheless important. Student performance on ALL tasks will assist in determining the extent to which students have achieved the outcomes of a course and the level of achievement they will receive on the school report.

Information from all assessment tasks will assist teachers to determine a student's level of achievement of the outcomes of each course and therefore, their overall performance standard.

How will tasks be scheduled?

Where possible, students will be given at least two weeks' notice of a formal task. Staff will endeavour to ensure that students are not over-burdened at any one time.

Students will be informed about the following:

- ◆ the scope of the task e.g. The Role of Courts in Australia;
- ◆ the form the assessment task will take e.g. test, speech, assignment;
- ◆ the proposed timing and duration of the task e.g. Friday 13th August, 60 minutes; and
- ◆ the weighting of the task e.g. 10%.

How will assessment tasks be weighted?

Each assessment task will be given weightings according to the requirements of the relevant NESA syllabuses and the school's judgement of the relative importance of each task.

What happens with invalid or non-discriminating tasks?

Where the school deems a task to be invalid, the task may be cancelled, and a substitute task given.

Where a task fails to discriminate, then an additional task may be given with appropriate notice. The weighting of the original task will be reduced, but it will not be disregarded.

What procedures will be used where there is more than one class following the same course?

Where possible, common assessment programs will be followed with common tasks, conditions and marking procedures. Classes will complete the task as close as possible to each other.

What feedback should be given to students on formal tasks?

Students will be given clear and honest feedback on their performance on each task. This will show the extent to which they have achieved particular outcomes of the task, a mark and an indication of the standard of their performance in relation to syllabus expectations.

What is the formal assessment period?

Assessment will commence at the beginning of Term 1 in Year 11 and normally concludes with the examinations at the end of Term 3, Year 11.

What are students' responsibilities?

Students must read each subject's policy carefully. These policies will inform students of the following:

- (a) the number and nature of the tasks for the subject e.g. assignment, essay etc.;
- (b) the value of each task in comparison to the whole course; and
- (c) any special requirements for each of the tasks.

Not knowing about a task, the nature of a task or when a task will take place will not be accepted as an excuse for failing to do a task or for not doing well in a task. It is the student's responsibility to check if a task has been given during their absence.

Where tasks are attempted at school, the onus is on the student to hand the task to the teacher conducting the task. Where a task is completed at home, the task must be handed to the teacher conducting the task when requested by the teacher **during the lesson** on the due date. If the teacher is absent, then the task is to be handed to the Head Teacher or Subject Coordinator or in the last instance the Deputy Principal. Students must not leave the task at the office or on the teacher's desk in the staffroom or classroom. If the deadline for a task is not met, then the task will receive zero.

It is the responsibility of students to ensure that **hard copies of assessment tasks are submitted by the due date for all subjects. Soft copies of assignments on any digital medium will not be accepted unless it is a specific requirement of the task.**

What are the penalties in relation to assessment tasks?

Late or non-submission of an assessment task

Assessment tasks must be submitted during the lesson on the day the task is due. Tasks not submitted during or before a lesson will be treated as late submissions and may receive zero. If work is submitted late, due to illness, however, students must complete the *Sylvania High School Illness/Misadventure Form*. Students must also submit the task to the relevant teacher or Head Teacher or Subject Co-ordinator on the first day back at school following the absence. If there is no acceptable reason for the absence or non-submission of the task, a mark of zero may be given. Students who miss an in-school task may be given an alternate task, the same task, the same task used as an indicator for the award of an estimate, or an estimate based on teacher judgement.

In the case of a prolonged absence or when a substitute task is inappropriate, the Principal may decide to give an estimate. Estimates may only be provided when the teacher or Principal judges that sufficient and appropriate assessment data for that student exists upon which to base the estimate.

Missing an in-school task

It is important for students to be present for all tasks. If an in-school task is missed for any reason considered by the Head Teacher to be unreasonable, then you may be given a zero for the task.

If a student misses a task due to illness or misadventure, they will be required to do a number of things:

1. Obtain proof of illness from a medical practitioner OR provide evidence of misadventure. A medical certificate cannot post-date an illness
2. Complete the school's *Illness Misadventure Form*. The form can be found on the school's website <http://sylvaniahigh.nsw.edu.au/assessment> or can be obtained from a member of the Executive Team;
3. Present the completed *Illness Misadventure Form* to the **Head Teacher** of the course on the student's first day back at school, even if they do not have a lesson in the course from which the task was missed; and
4. It is the student's responsibility to see the relevant **Head Teacher or Subject Coordinator** as soon as practicable on the first day back at school to make arrangements to complete the task(s).

Where appropriate, the Head Teacher or Subject Coordinator will organise for the task to be completed on the first day back or negotiate an alternative time for the student to complete the task. The same rules apply for any absence on an alternative day or deadline.

If a student is ill during an assessment task at school, then the student must inform the teacher at the time of the assessment task. A medical certificate *may* be required to validate the student's claim to illness. This requirement will be determined by the appropriate member of the Executive at the time of the illness.

On the day of an assessment task, students must attend school from their normal starting time. Students may not be absent from school prior to the task and attend school in time to either submit or attempt an assessment task. If this situation occurs, students must supply a Medical Certificate, or they will be given a zero for the assessment task. Head Teachers may grant an exemption under extenuating circumstances presented in writing. If there is no acceptable reason for the absence or non-submission of the task, a mark of zero will be given.

Non-serious attempt

If a student fails to make a serious attempt at a task, they will be given a formal warning of a non-serious attempt which could jeopardise their completion of the Year 11 and therefore their RoSA and entry to the Higher School Certificate course.

Work Placement & Assessment Tasks

Students who undertake VET courses are required to complete Work Placements. Work Placements are scheduled by the District Work Placement Coordinator on an area wide basis so sometimes clashes are unavoidable. It is the student's responsibility to be aware of any assessment task which is due for submission or to be completed during a scheduled Work Placement. The student must advise the teacher, Subject Coordinator or Head Teacher of the course in question about their participation in the Work Placement and negotiate arrangements for the submission or completion of the assessment task. If the student fails to notify the Head Teacher, Subject Coordinator or teacher of the work placement clash or meet the negotiated arrangement, then they may be awarded a zero for that task.

Malpractice

Cheating, copying, plagiarism or any other form of malpractice is a serious offence. Should a student have a mobile phone (or other electronic device) on or if the mobile phone rings or is used during a formal assessment task, then the Head Teacher may deem this a form of malpractice and zero may be awarded.

All assessment tasks/examinations must be **a student's own work**. A zero may be given in cases where any malpractice, such as cheating or any attempt to cheat occurs.

In these cases, an N letter may be issued, the task may be re-attempted, and malpractice noted with NESAs.

Use of Computer Based Technologies

Students who need to or elect to prepare any assessment task material using a computer based technology, such as a word processor or the Internet, must take any necessary precautions to ensure that technical difficulties do not lead to late submission. This may include precautions such as backing up files, installing anti-virus software for system protection or ensuring sufficient time is left to produce a hard copy of the task using a printer. Under no circumstances will any technical problem be considered a valid reason for late submission. Late submission of any task due to any computer related problem will result in a zero mark.

Assessment of VET Courses

For all courses in the industry curriculum framework (i.e. Hospitality and Construction), all assessment is based on achievement of competencies. An assessment mark is not required by the NESAs, but the school is required to provide an estimate to be used by the NESAs to generate an exam mark in the event of misadventure. The estimate is generated using three exam results over the two year course. NESAs also requires a list of competencies achieved to be submitted.

VET Internal Assessment Requirements

- Assessment tasks are competency-based.
- Judgement of competency is made on the basis of performance against performance criteria. The criteria are set out under each element of competency in the industry curriculum framework.
- A student's performance is determined as being competent or not yet competent.
- Judgement is made on the basis of evidence that may be in a variety of forms.
- Assessment tasks will enable students to show that they can apply knowledge to particular circumstances and integrate skills and knowledge learned.
- The units of competency within each course are not divided into Year 11 and Year 12.
- In each course the student is assessed as successfully achieving the units of competency across Year 11 and Year 12.

VET courses are competency based. This means that a student's performance is judged against a prescribed standard, not against the performance of other students. A student is judged as either 'competent' or 'not yet competent'. Teachers had specific elements that they are required to assess. 'N' Determinations apply to VET courses in the same way as they do for other courses.

What constitutes satisfactory attendance?

If a student's attendance is called into question they will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria. Absences will be regarded seriously by the Principal, who will give students early warning of the consequences of such absences. These may include that a student may be deemed to be not meeting course outcomes and/or not demonstrating sustained diligence and effort. It is important for students to note that attendance is required to participate in the activities provided by the school to assist students to meet outcomes. Merely having a complete set of class notes on its own does not necessarily constitute that a student meets the outcomes necessary to qualify for an award in that course.

How do students know if they have satisfied requirements for the Year 11 Course?

Principals are required to certify that students have satisfactorily completed the Year 11 courses. The Year 11 course completion criteria, as outlined in the Assessment, Certification and Examination (ACE) Manual, are:

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

- (a) followed the course developed or endorsed by the Board;*
- (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.*

What will happen to students if they are not satisfying the completion criteria? Teachers will monitor that students complete all tasks. Where a student has not completed assessment tasks or set tasks and experiences produced by the school, the relevant Head Teacher may send a formal warning that the student is in jeopardy of receiving an 'N' Determination for that course. If required work is still not submitted by the due date set by the Head Teacher, a formal warning letter will follow if necessary. If, after these warnings, a student has still not satisfied the requirements for the Year 11 Course, the Principal may make a formal recommendation for the student to receive a "N" Determination.

"N" Determination

If a student fails to comply with NESAs requirements for the Year 11 Course, they will receive an **"N" Determination**. This means that the student may not be permitted to proceed to the HSC and will not be eligible for a RoSA.

Can a student seek a review of your assessments?

Any concern about the results achieved on a particular assessment task must be discussed with the teacher no later than the end of the lesson in which the task was returned. Students may seek an *assessment review* if they consider that their placement in the order of merit list for any course is not correct on the basis of feedback on their performance during the course. An assessment review will focus on the school's procedures for determining the final assessment mark. *The teacher's judgement of the task's worth is not subject for review.* The review will be conducted within the school; however, students also have the right to appeal to NESA if they are not satisfied with the school's review. The NESA will only consider whether the school's review process was adequate for determining items (a)-(c) listed below. ***There is no appeal against the marks awarded for individual assessment tasks.***

The school's assessment review will focus on:

- (a) whether the weightings specified by the school in its assessment program conform with the NESA's requirements as detailed in subject manuals or the relevant syllabus;
- (b) the procedures used by the school for determining the final assessment mark conform with its stated assessment program; and
- (c) there are no computational or clerical errors or the order of merit achieved as a result of such errors.

Students also have the right to appeal a "N" determination. Appeals will be heard within the school in the first instance, or if necessary, by NESA. Students must be able to demonstrate that they have satisfied all of NESA's requirements for satisfactory completion of the Preliminary Course. Such appeals must be submitted in writing to the Principal and any further appeals to the NESA must be submitted through the Principal by the date listed in the ACE Manual.

Where else can students go for advice on NESA Assessment Guidelines?

There are a number of people that students may speak to if they have any queries about the Year 11 Courses. In the first instance, they may speak to their teacher, Subject Co-ordinator, Head Teacher, Deputy Principal or Principal. They may wish to also speak to the Liaison Officer who may be contacted through the NESA website.

The RoSA (Record of School Achievement)

The Record of School Achievement (RoSA) is a credential for all students, beginning with Year 10 and including the Year 11 Course, to recognise school achievement before Higher School Certificate (HSC) credential. Students must complete all mandatory subjects to be eligible for a RoSA. Students who do not complete mandatory subjects will receive a transcript of studies. Students who leave school prior to completing the HSC are entitled to apply for a RoSA or transcript of studies.

RoSA Grades

At the completion of your Year 11 Course a grade will be allocated for your RoSA. Grades are determined by your teachers using established NESA guidelines and processes to ensure consistency of judgement.

Grades in Years 10 and 11 will be based on both your results in assessment tasks and teacher judgement. The RoSA credential reports on achievements using A to E grades. Grade descriptors are available on the NESA website.

Year 11 Course Assessment Schedules start on the next page.

Note: Any course schedule in this book may be subject to minor change. Students will be notified of any change in accordance with School guidelines.

ANCIENT HISTORY

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 9	Term 2, Week 8-9	Term 3, Week 9-10
Nature of task		Research Task	Historical Investigation	Examination
Component	A	5	5	30
	B	10	5	5
	C	5	15	
	D	10	5	5
Total Weighting		30	30	40

Component

- A. Knowledge and understanding of course content
- B. Historical skills in the analysis and evaluation of sources and interpretations
- C. Historical inquiry and research
- D. Communication of historical understanding in appropriate forms

BIOLOGY

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 10	Term 2, Week 10	Term 3, Week 9-10
Nature of task		Ecosystems field trip report	Depth study – Practical Task	Examination
Component	A	25	25	10
	B	10	5	25
Total Weighting		35	30	35

Component

- A. Skills in working scientifically
- B. Knowledge and understanding of course content

BUSINESS STUDIES

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 8	Term 2, Week 7	Term 3, Week 9-10
Nature of task		Topic Test: Nature of Business	Research Task: Business Management	Examination
Component	A	15	10	15
	B	5	5	10
	C	5	10	5
	D	5	5	10
Total Weighting		30	30	40

Component

- A. Knowledge and understanding of course content
- B. Stimulus-based skills
- C. Inquiry and research
- D. Communication of business information, ideas and issues in appropriate forms

CHEMISTRY

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1 Week 6-7	Term 3 Week 3-4	Term 3 Week 9-10
Nature of task		Depth Study	Depth Study	Final Exam
Component	A	20	30	10
	B	10	5	25
Total Weighting		30	35	35

Component

- A. Skills in working scientifically
- B. Knowledge and understanding of course content

COMMUNITY AND FAMILY STUDIES

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 8	Term 3, Week 6	Term 3, Week 9-10
Nature of task		Interview & report	Investigation & report	Examination
Component	A	5	5	30
	B	25	25	10
Total Weighting		30	30	40

Component

- A. Knowledge and understanding of course content
- B. Knowledge and skills in designing, researching, analysing and evaluating
- C. Skills in experimenting with and preparing food by applying theoretical concepts

DANCE

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 9	Term 2, Week 7-8	Term 3, Week 9-10
Nature of task		Composition Performance Appreciation	Performance Interview Research	Examination Composition Performance
Component	A	10	20	10
	B	20		15
	C	5	10	10
Total Weighting		35	30	35

Component

- A. Performance
- B. Composition
- C. Appreciation

DESIGN AND TECHNOLOGY

Year 11

		Task 1	Task 2	Task 3
Timing		Term 2, Week 5	Term 3, Week 3	Term 3, Week 9-10
Nature of task		Project 1 Toy Design Task and Folio	Design Portfolio	Examination
Component	A	10	15	30
	B	25	20	
Total Weighting		35	35	30

Component

- A. Knowledge and understanding of course content
- B. Knowledge and skills in designing, managing, producing and evaluating design projects

ENGLISH ADVANCED

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 7	Term 2, Week 9	Term 3, Week 9-10
Nature of task		Writing	Multi-modal	Examination
Component	A	15	15	20
	B	10	20	20
Total Weighting		25	35	40

Component

- A. Knowledge and understanding of course content
- B. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

ENGLISH STANDARD

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 7	Term 2, Week 9	Term 3, Week 9-10
Nature of task		Writing	Multi-modal	Examination
Component	A	15	15	20
	B	10	20	20
Total Weighting		25	35	40

Component

- A. Knowledge and understanding of course content
- B. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes

ENGLISH EXTENSION 1

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 8	Term 2, Week 8	Term 3, Week 9-10
Nature of task		Writing	Multi-modal	Examination
Component	A	15	15	20
	B	15	15	20
Total Weighting		30	30	40

Component

- A. Knowledge and understanding of complex texts and of how and why they are valued
- B. Skills in complex analysis, sustained composition, independent investigation

FOOD TECHNOLOGY

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 8	Term 2, Week 8	Term 3, Week 9-10
Nature of task		Food selection experimentation and preparation	Food nutrients investigation and preparation	Examination
Component	A	5	5	30
	B	15	15	
	C	15	15	
Total Weighting		35	35	30

Component

- A. Knowledge and understanding of course content
- B. Knowledge and skills in designing, researching, analysing and evaluating
- C. Skills in experimenting with and preparing food by applying theoretical concepts

GEOGRAPHY

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 9	Term 2, Week 10	Term 3, Week 9-10
Nature of task		Biophysical studies	Senior Geography Project	Examination
Component	A	15	10	15
	B	5	5	10
	C	5	10	5
	D	5	5	10
Total Weighting		30	30	40

Component

- A. Knowledge and Understanding of course content
- B. Geographical tools and skills
- C. Geographical Inquiry and research, including fieldwork
- D. Communication of geographical information, ideas and issues in appropriate form

INDUSTRIAL TECHNOLOGY - TIMBER

Year 11

		Task 1	Task 2	Task 3
Timing		Term 2, Week 5	Term 3, Week 7	Term 3, Week 9-10
Nature of task		Industry Study	Folio	Examination
Component	A	10	10	20
	B	10	30	20
Total Weighting		20	40	40

Component

- A. Knowledge and understanding of course content
- B. Knowledge and skills in the management, communication and production of projects

LEGAL STUDIES

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 8	Term 2, Week 8	Term 3, Week 9-10
Nature of task		In Class Essay	Research Essay	Examination
Component	A	10	10	20
	B	5	5	10
	C	10	10	
	D	5	5	10
Total Weighting		30	30	40

Component

- A. Knowledge and understanding of course content
- B. Analysis and evaluation
- C. Inquiry and research
- D. Communication of legal information, ideas and issues in appropriate forms

MATHEMATICS ADVANCED

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 10	Term 2, Week 8	Term 3, Week 9-10
Nature of task		Examination	Investigative assignment	Examination
Component	A	20	10	20
	B	15	15	20
Total Weighting		35	25	40

Component

A. Understanding, fluency and communicating

B. Problem solving, reasoning and justification

MATHEMATICS STANDARD

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 10	Term 2, Week 8	Term 3, Week 9-10
Nature of task		Examination	Investigative assignment	Examination
Component	A	20	10	20
	B	15	15	20
Total Weighting		35	25	40

Component

- A. Understanding, fluency and communication
- B. Problem solving, reasoning and justification

MATHEMATICS EXTENSION 1

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 9-10	Term 2, Week 9	Term 3, Week 9-10
Nature of task		Investigative assignment	Examination	Examination
Component	A	12	18	20
	B	13	17	20
Total Weighting		25	35	40

Component

- A. Understanding, fluency and communicating
- B. Problem solving, reasoning and justification

MODERN HISTORY

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 9	Term 2, Week 10	Term 3, Week 9-10
Nature of task		Historical Investigation	Source Study	Examination
Component	A		20	20
	B	10	5	5
	C	10		10
	D	10	5	5
Total Weighting		30	30	40

Component

- A. Knowledge and understanding of course content
- B. Historical skills in the analysis and evaluation of sources and interpretations
- C. Historical inquiry and research
- D. Communication of historical understanding in appropriate forms

MUSIC 1

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1 Week 8	Term 2 Week 4	Term 3 Week 9-10
Nature of task		Topic 1 Composition and Viva Voce	Topic 2 Musicology and Performance	Examination
Component	A		25	
	B	25		
	C		10	15
	D	15		10
Total Weighting		40	35	25

Component

- A. Performance
- B. Composition
- C. Musicology
- D. Aural

MUSIC 2

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1 Week 8	Term 2 Week 5	Term 3 Week 9-10
Nature of task		Composition and aural Mandatory topic	Performance and musicology Mandatory topic and additional topic	Examination
Component	A		25	
	B	25		
	C		10	15
	D	10		15
Total Weighting		35	35	30

Component

- A. Performance
- B. Composition
- C. Musicology
- D. Aural

PDHPE

Year 11

		Task 1	Task 2	Task 3
Timing		Term 2, Week 2	Term 3, Week 5-6	Term 3, Week 9-10
Nature of task		Core 2 – Research Report: Critical Analysis of human performance	Core 1 – Analysis: In class Health Promotion evaluation	Final Examination
Component	A	10	15	15
	B	20	15	25
Total Weighting		30	30	40

Component

- A. Knowledge and understanding of course content
- B. Skills in critical thinking, research, analysing and communicating

PHYSICS

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 9	Term 2, Week 9	Term 3, Week 9-10
Nature of task		Research and Presentation	Depth Study Practical Investigation and Report	Examination
Component	A	20	30	10
	B	10	10	20
Total Weighting		30	40	30

Component

- A. Skills in working scientifically
- B. Knowledge and understanding of course content

SOCIETY AND CULTURE

Year 11

		Task 1	Task 2	Task 3
Timing		Term 1, Week 8	Term 2, Week 6	Term 3, Week 9-10
Nature of task		Media Case Study	In Class Report	Examination
Component	A	15	15	20
	B	10	10	10
	C	5	5	10
Total Weighting		30	30	40

Component

- A. Knowledge and understanding of course content
- B. Application and evaluation of social and cultural research methods
- C. Communication of information, ideas and issues in appropriate forms

VISUAL ARTS

Year 11

		Task 1	Task 2	Task 3
Timing		Term 2, Week 4	Term 3, Week 5	Term 3, Week 9-10
Nature of task		Body of work & Historical and Critical Study	Body of work & Essay	Examination
Component	A	25	25	
	B	10	10	30
Total Weighting		35	35	30

Component

A. Art Making

B. Art Criticism and Art History



Education

CONSTRUCTION

Year 11 2020 - Year 12 2021

ULTIMO 90072

QUALIFICATION: CPC20211 Certificate II in Construction Pathways
Training Package: CPC08 Construction and Property Services (version 9.4)

NESA course code
2 U X 2 YR - 26201
LMBR UI Code:
11CPC20211426201B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIV	HSC STATUS	HSC INDICATI VE Hrs	Assessment Task Cluster & Method of Assessment	HSC requirements Exam estimate mark & weighting to total 100
	5 PRELIMINARY UOCs						240 Indicative Hours over 2 years
Term 1	CPCCWHS1001	Prepare to work safely in the construction industry	C	M	10	Cluster A – SafeWork NSW WHS Induction Written Test	40 Preliminary Exam
Term 1/2	CPCCCM1013A CPCCOHS2001A	Plan and organise work Apply OHS requirements, policies and procedures in the construction industry	C C	M M	10 15	Cluster B - Small project, Oil Stone Case or Concrete Float Practical , Teacher observations and written test.	
Term 2/3	CPCCCA2002B CPCCCA2011A	Use carpentry tools and equipment Handle carpentry materials	E E	M E	20 20	Cluster C - Tool box, Saw Horse or BBQ table Practical , Teacher observations and written test.	
	9 HSC UOCs						35 hrs. Work placement 60 Trial HSC Exam The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. It should be derived from a minimum of two exams.
Terms 4/5	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on ground	E	E	25	Cluster D - School Project – Concreting Practical, Teacher observations and written test.	
	CPCCCM2006B	Apply basic levelling procedures	E	E	15		
	CPCCCM1015A	Carry out measurements and calculations	C	M	20		
	CPCCCO2013A CPCCCM2001A	Carry out concreting to simple forms Read and interpret plans and specifications	E C	E M	20 20		
Terms 6/7	CPCCBL2001A CPCCBL2002A	Handle and prepare bricklaying and blocklaying materials Use bricklaying and blocklaying tools and equipment	E E	E E	20 10	Cluster E – Bricklaying (subject to teacher qual) Practical, teacher observation and written test	
Work placement	CPCCCM1014A CPCCCM1012A	Conduct workplace communication Work effectively and sustainably in the construction industry	C C	E M	10 25	Cluster F - WPL Journal Teacher observations and Written test, Third party evidence	
<i>NESA requires students to study a minimum of 240 hours to meet Year 11 and Year 12 requirements.</i>			Total hours 240			<i>Units of competency from the HSC focus areas will be included in the optional Year 12 HSC examination.</i>	



Education

HOSPITALITY- KITCHEN OPERATIONS

Year 11 2020 - Year 12 2021

ULTIMO 90072

QUALIFICATION: SIT20416 Certificate II in Kitchen Operations
Training Package: SIT Tourism, Travel and Hospitality (version 1.2)

NESA course code
2 U X 2 YR - 26511
LMBR code
11SIT20416126511B

TERM	Unit Code	Units Of Competency	AQF CORE / ELECTIV	HSC STATUS	HSC Hrs.	Assessment Task Cluster & Methods of Assessment	HSC requirements Exam estimate mark & weighting to total 100
Term 1	9 PRELIMINARY UOCs					Evidence will be collected during Preliminary and HSC Course for the unit of competency SITHCCC011 Use cookery	240 Indicative Hours over 2 years 40 Prelim Yearly Exam 60 Trial HSC Exam 35 hrs Work placement The final estimate exam mark will only be used as the HSC exam mark in the event of misadventure. This mark should be derived from two exams.
	SITXFSA001 SITXWHS001 SITHCCC003	Use hygienic practices for food safety Participate in safe work practices Prepare and present sandwiches	C C E	M M E	10 15 20	Cluster A: Getting Ready for Work Written task/scenario, case study & observation of practical work	
	SITXFSA002 BSBSUS201 SITHCCC002	Participate in safe food handling practices Participate in environmentally sustainable work practices Prepare and present simple dishes	E E E	S E E	15 10 15	Cluster B: Sustainable Kitchen Practices Scenario, Written task, Observation of practical work	
Term 3	5 HSC UOCs					Cluster C: Maintain a Clean & Safe Kitchen	
	SITHKOP001 SITHCCC001 SITXINV002	Clean kitchen premises and equipment Use food preparation equipment Maintain the quality of perishable items	C C C	S S E	10 20 5	Written task, Observation of practical work including temperature checks & completion of HACCP documentation.	
	SITHCCC005 SITHCCC006 SITHCCC011	Prepare dishes using basic methods of cookery Prepare appetisers and salads Use cookery skills effectively	C E C	S E E	40 25 20	Cluster D: Quality Meals Written task & observation of practical work Portfolio of evidence including service periods. NOTE: person with THREE years' Industry Experience must be involved in assessment.	
Terms 4 - 6							
Terms 6 & 7	BSBWOR203 SITHIND002	Work effectively with others Source and use information on the hospitality industry	C E	M M	15 20	Cluster E: Working Effectively with Others Written task and reflection	
NESA requires students to study a minimum of 240 hours to meet Year 11 and Year 12 requirements.			Total Hours 240		Units of competency from the HSC focus areas will be included in the optional Year 12 HSC examination.		

Vocational Education and Training (VET) Courses

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Education Standards Authority (NESA) and are based on national training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a qualification recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers e.g. TAFENSW and Universities and will assist students to move easily between various education and training sectors and employment.

Public Schools NSW, Ultimo operates as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

It is mandatory for all students studying a VET course to create a Unique Student Identifier (USI). Students will require a form of identification, such as a Medicare Card, Birth Certificate, Driver's License or a valid passport for the creation of the USI.

Board Developed VET courses are classified as Category B subjects and ONLY ONE may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination.

Board Developed VET courses have specified workplace requirements and include industry specific mandatory work placement (35 hours per 120 hours of delivery) or occasionally simulated workplace hours at school.

Board Endorsed VET courses do count towards the HSC or RoSA but do not have HSC examinations therefore do not count in the calculation of the ATAR. Board Endorsed VET Courses have either mandatory or recommended industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge they need to complete workplace activities in a range of different situations and environments, to an industry standard of performance that is expected in the workplace.

Competency-based training is based on performance standards that have been set by industry. Competency-based assessment materials are designed to determine if each learner has achieved all the outcomes (skills and knowledge). Students will receive documentation showing the competencies achieved for the VET course undertaken.

If the student has already completed part of the course elsewhere, or have previous life or work experience in the relevant industry, he or she may be eligible for Recognition of Prior Learning (RPL) for part of the course, or for 35 Hours work placement in the HSC course. The student does not have to repeat the training or assessment but must produce evidence of competence (which may be demonstrated during a skills and knowledge assessment). The VET committee consisting of the VET teacher, VET Coordinator and a member of the senior executive will determine if the student is eligible.

If a student has completed a unit of competency with another RTO and the student can supply evidence of the same or an equivalent competency, credit transfer is awarded (common examples include a white card course, first aid certificate or a barista course).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator or Careers Adviser before choosing the course to ensure they are fully aware of the requirements.

GLOSSARY OF KEY WORDS

HSC Assessment tasks and examination questions have key words that every student should know the meaning of.

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

Assessment Schedule Planner: Term 3

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