

Preliminary Course Assessment Handbook 2024



WINDSOR
HIGH SCHOOL

Table of Contents

CONTENTS	PAGE
Eligibility for HSC	4
School Assessment Policy	5
Examination Rules	10
Consideration of Misadventure Form	11
Assessment Cover Sheet	12
Assessment Calendar	14
CAPA Courses	
Visual Arts	15
ENGLISH Courses	
Drama	16
English Extension 1	17
English Advanced	18
English Standard	19
English Studies	20
HSIE Courses	
Ancient History	21
Business Studies	22
Geography	23
Legal Studies	24
Modern History	25
Society and Culture	26
Work Studies	27

CONTENTS	PAGE
MATHEMATICS Courses	
Mathematics Advanced	28
Mathematics Standard	29
CEC Numeracy	30
Mathematics Extension 1	31
PDHPE Courses	
Community & Family Studies	32
Exploring Early Childhood	33
Personal Development, Health and Physical Education	34
Sport, Lifestyle & Recreation	35
SCIENCE Courses	
Biology	36
Chemistry	37
TAS Courses	
Industrial Tech. Timber	38
Food Technology	39
Computing Technology	40
VET Courses	
Primary Industries	42
Hospitality (Food and Bev.)	43

PRELIMINARY HSC

1. ELIGIBILITY FOR THE AWARD OF A HSC

Satisfactory completion of the Preliminary Course is a prerequisite for entry into an HSC course.

a) **Pattern of Study**

To qualify for the Higher School Certificate a student must satisfactorily complete a Preliminary pattern of study, comprising at least 12 units and a HSC pattern of study comprising at least 10 units.

Both patterns must include:

- at least six units from Board Developed courses;
- at least two units of a Board Developed course in English
- at least three courses of two unit value or greater (either Board Developed or Board Endorsed courses);
- at least four subjects.

b) **Course Completion**

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

- followed the course developed or endorsed by the Board of Studies now known as NSW Educational Standards Authority (NESA),
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school,
- achieved some or all of the course outcomes.

Note: - As a result of absences from a course, the principal may determine that course criteria may not be met. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

c) **Change of Subject or Course**

Students who wish to change a subject/course must obtain a Course Change Form from the Careers Adviser (Mrs Thomas) and return the completed and signed form to Mrs Thomas.

2. THE SCHOOL'S ASSESSMENT POLICY

2.1 ASSESSMENT PROGRAM

Each school has to develop an Assessment Program for each course, in practical terms; this means that the school is required to:

- a) set tasks which will be used to measure student performance in each specified component of the course and focus on outcomes;
- b) specify a mark / weighting for each task;
- c) inform students of the requirements of each course;
- d) keep records of each student's performance on each task;
- e) provide students with information on their progress.

NESA indicates that, for a 2 Unit Preliminary course, an appropriate assessment schedule would have a range of task types and limit the number of tasks to 3, including the major examinations. Different courses may have different types of tasks.

This handbook sets out the weightings of the different components assessed in each course, as well as the value, nature and approximate timing of each assessment task. Further details about each task can be obtained from the course teacher or the Head Teacher for the subject.

2.2 ASSESSMENT SCHEDULE TIME FRAME

This booklet is designed to provide you with a time frame for your assessment tasks. It sets them out so that there will not be an overload of assessment tasks in any one period of time. If you have a problem with too many tasks scheduled at the one time, see your teachers immediately.

No tasks should be scheduled in the week immediately prior to major examinations. The only exception may be practical assessment tasks in some subjects - these will be scheduled in normal class time.

You should draw up your own diary of assessment tasks, including when you should be receiving notification.

In some cases it may be necessary to alter the Assessment Schedule. When this occurs, students must be notified in writing, 14 calendar days in advance.

In the event of a task not discriminating successfully between students, an additional (substitute) task may be set, provided students are given at least 14 calendar days' notice in writing.

2.3 NOTIFICATION OF ASSESSMENT TASKS

With the exception of the Yearly Examinations, students must be notified in writing of the actual date of all assessment tasks at least 14 calendar days before the task in the form of a handout or by email.

The due date and information for all Assessment Tasks will be given to you on a *Senior Assessment Task Notice/Cover Sheet* (see page 8 for an example), which will be issued when you are notified of the task.

Students will need to sign the registration form for this task held by their teacher.

2.4 ABSENCE WHEN A TASK IS NOTIFIED

Whenever you are absent from school, it is your responsibility to ensure that you know what work has been missed and to catch up on that work. The same conditions apply if you are absent when an Assessment Task is notified. You are not entitled to any automatic extension of time for the task. However, if you have a prolonged absence, you may submit to the Assessment Review Panel an *Application for Consideration / Extension*

2.5 SUBMISSION OF TASKS

All tasks are to be submitted at the **START** of the first timetabled lesson in the relevant subject due on that day UNLESS OTHERWISE INDICATED on the assessment task notification. If you are absent due to a valid reason, you must email your assignment to the school at windsor-h.school@det.nsw.edu.au by 3.15pm on the due date. Ensure that you add the course and your teacher's name to the email. Alternatively, students can email their teacher or submit it to their Google Classroom if that option is available.

All tasks submitted after this time will be deemed late.

You must sign the task registration sheet held by your teacher when submitting your task. If emailing your assignment add a request for 'received' email.

2.6 EXTENSIONS TO DUE DATES

An extension to the due date of an assignment may be approved, by the Assessment Review Panel, in cases of severe illness, prior knowledge of absence on due date or other exceptional circumstances. Approval for an extension **MUST** be sought well in advance of the due date. A medical certificate will be required in cases of illness.

For an extension you must complete an *Application for Consideration/Extension* (Green Form). This is available from the front office. You must return the completed form with attached evidence to the office. After consideration by the Assessment Review Panel, you will receive a ruling as to the outcome of your application.

If your extension is not granted, you must submit the incomplete task by the due date. Unless prior application for an extension has been approved, the late submission of a task will result in ZERO marks being awarded for that task, (see 5.13 below).

2.7 ABSENCE DUE TO ILLNESS/MISADVENTURE

It is your responsibility to perform / submit all tasks which are a part of the Assessment Program. Assessment tasks must be submitted by the due date or performed in class at the specified time. If, because of a VALID reason, you cannot attend school on the day when an Assessment Task is to be done, you should telephone the school and either speak to your class teacher or let the School Office know your name and the reason for your absence. The assessment task or an outline of your task to be done must be emailed by the due date.

You must complete an *Application for Consideration / Extension* including parent/guardian signature and attach supporting documentation. The completed form must be emailed to the school or submitted to the front office within two school days of the due date of the task.

Absences due to illness MUST be supported with a medical certificate.

If your application is not successful, you will receive ZERO for that task.

In the case of a missed examination, the Assessment Review Panel may authorise that an estimate be given for the missed task that maintains your rank. However only one estimate for task is allowed per course.

2.8 LATE SUBMISSION OF TASKS

All tasks are to be submitted at the **START** of the first timetabled lesson in the relevant subject due on that day UNLESS OTHERWISE INDICATED on the assessment task notification. If you are absent due to a valid reason, you must email your assignment to the school at windsor-h.school@det.nsw.edu.au by 3.15pm on the due date. Ensure that you add the course and your teacher's name to the email. Alternatively, students can email their teacher or submit it to their Google Classroom if that option is available.

Unless the Assessment Review Panel receives an acceptable explanation for the late submission of a task in writing, the student will receive a zero for that task. Students may submit an *Application for Consideration / Extension* if they have a valid reason for the late submission of a task.

2.9 NON-ATTEMPT OF TASKS

When a student does not attempt a task:

- a **ZERO** mark will be awarded for the task
- the task will be recorded as a non-attempt
- parents/ guardians will be informed by letter and copies of the letter filed by the Course Head Teacher
- the student will receive an N-Award warning which will be resolved upon the completion of the task.

2.10 NON-GENUINE ATTEMPT OF TASKS

Students must make a genuine attempt at all Assessment Tasks. If, in the opinion of the class teacher, a student makes a non-genuine attempt at a task, it will not be marked and it will be treated in the same manner as a non-attempt of the task (see 5.9 above).

A non-genuine attempt is when a student submits an assessment task which shows little or no thought/effort, which is generally incomplete or which has been answered frivolously. A genuine attempt is the presentation of an assessment task which meets the requirements of the set task and which has been done to the best of the student's ability.

2.11 MALPRACTICE IN ASSESSMENT TASKS

Where there is evidence of malpractice a penalty may be applied. The penalty will be determined, on a case by case basis, by the Assessment Review Panel.

Examples of malpractice in assessment tasks are:

- Not providing written recognition of any ideas that are used or adapted for your work.
- Pretending that you have written or created a piece of work that someone else originated.
- Allowing others to copy your work. Allowing others to copy your work makes you as guilty of plagiarism as the person doing the copying. You may face the same penalties.
- Disturbing examinations.
- Using unauthorised equipment or notes during an examination.
- Engaging in unauthorised group work (known as collusion).

In such cases:

- the Assessment Review Panel will consider the penalty and inform the Principal and Head Teacher of the course
- parental guardians will be notified.

2.12 ZERO MARKS

Zero is awarded to:

- a non-attempt at a task;
- a non-genuine attempt at a task;
- a task submitted late (without a valid reason which must be approved by the Assessment Review Panel).

2.13 PARALLEL CLASSES

When there is more than one class in a particular course, common assessment tasks should be given.

2.14 WARNINGS

If, at any time, it appears that a student is at risk of being found unsatisfactory in attendance, application or achievement of outcomes in any course, the Principal will:

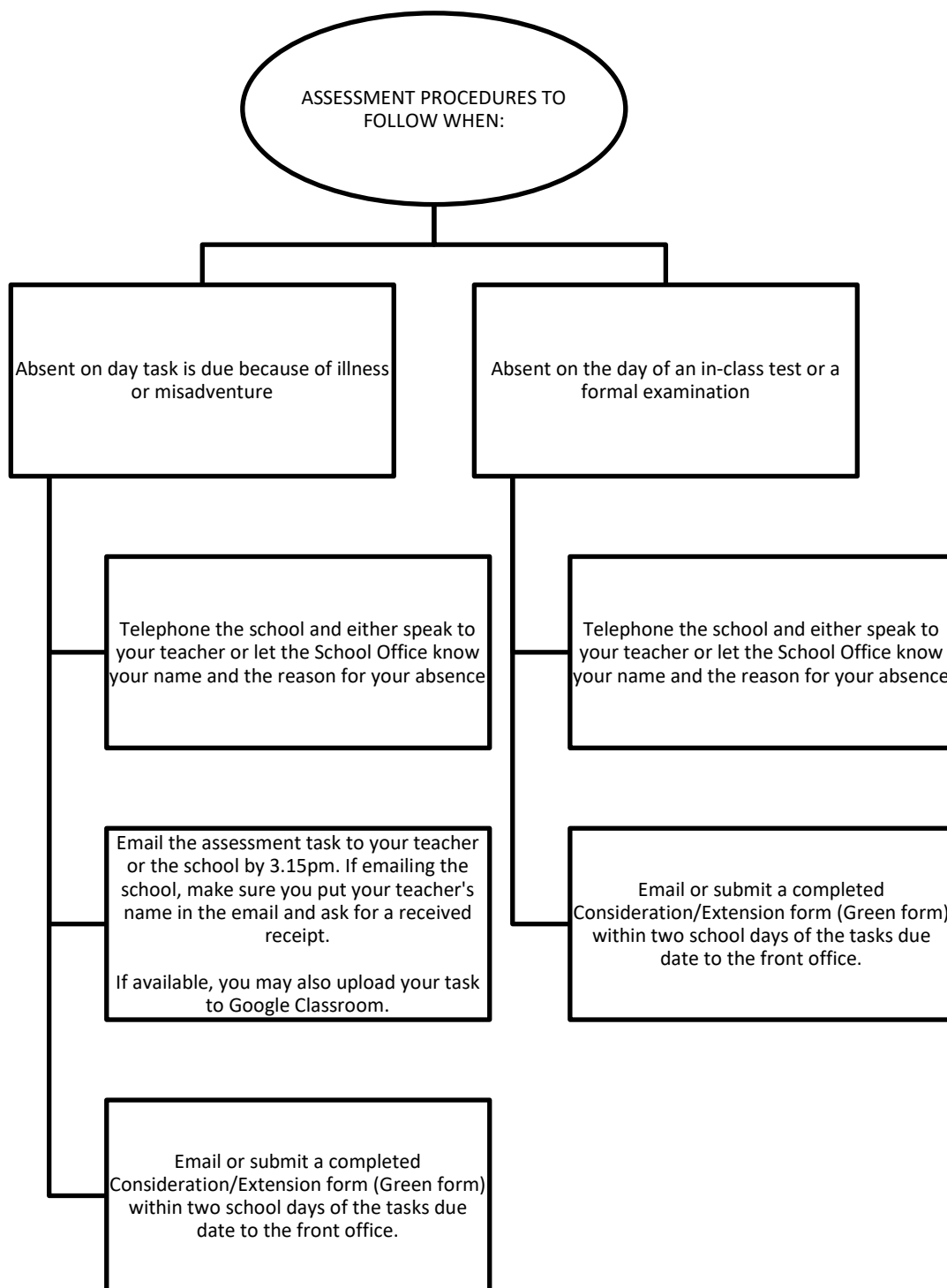
- a) advise the student of the problem, in writing, allowing sufficient time for the problem to be corrected;
- b) advise the parent/guardian in writing;
- c) retain copies of relevant documentation

2.11 APPEALS

Students may appeal against decisions concerning aspects of the award of the Preliminary RoSA on the following basis:

- a) appeal against a "N" determination in particular subjects;
- b) appeal against assessment rankings in Preliminary courses.

Appeals must be in writing to the Principal.



School Email Address: windsor-h.school@det.nsw.edu.au

The Consideration/Extension Form can be:

- Downloaded from the School's website <http://www.windsor-h.schools.nsw.edu.au/>
- Copied from Page 11

EXAMINATION RULES AND GUIDELINES

Year 11 Examinations

- ◆ Full school uniform is compulsory for all examinations.
- ◆ You must arrive at least 10 minutes before the advertised starting time of the examination. No extra time will be given for late-comers. Not reading your timetable correctly will not be grounds for an appeal if you miss an examination. **Read your timetable carefully.**
- ◆ All assemblies and lessons will be suspended during the assessment days.
- ◆ You must bring all materials required for each examination in a clear pencil case or plastic sleeve. See your relevant teacher for equipment details. Borrowing equipment during the examination will not be allowed.
- ◆ Mobile phones, iPods and other electronic devices are not approved for use in examinations. They are to be turned off and kept in your bag. Having a mobile phone with you during the examination will be considered examination malpractice and if found with one you will be required to turn it off and hand it to the supervising teacher.
- ◆ Bags are to be left at the back of the hall upon entry.
- ◆ Watches must be removed and placed in clear view on your desk. Alarms must be silenced.
- ◆ You must complete an attendance slip for each examination.
- ◆ Writing is not allowed during the “Reading time” that is provided for your examination.
- ◆ You must not leave the examination room during the examination, except in an emergency. If in an emergency, you have to leave and want to return and resume the examination, you must be supervised while you are absent from the examination room. For instance, if you need to go to the toilet, a teacher will accompany you and stand at the open main entrance to the toilet.
- ◆ Behaving in a manner that disturbs others or is contrary to the examination rules is considered examination malpractice. In this case you will be required to appear before the Assessment Review Panel to justify why you should not lose marks for your examination. If you are sent to the Deputy or the Principal, the school discipline policy will be enforced.
- ◆ Students are expected to maintain the highest standards of honesty during the examinations. Any attempt to communicate with other students, bring in notes or other study material, or any other form of cheating will result in severe disciplinary action which may include cancellation of all parts of the examination.
- ◆ If, because of a valid reason, you cannot attend an examination, you should telephone the school and let the School Office know your name and the reason for your absence. On the day you return to school, you must collect an *Application for Consideration / Extension* (Green Form) from the office or copy from your assessment book. This form must be completed including parent/guardian signature and supporting documentation attached. The completed form must be handed in to the office the next school day. Absences due to illness must be supported with a medical certificate.



WINDSOR
HIGH SCHOOL

WINDSOR HIGH SCHOOL

Consideration of Misadventure for Senior Assessment Task

This form is to be completed and submitted to the Assessment Review Panel via the Front Office if you wish to apply

- (i) for an extension of time on an assessment task/assignment, or
- (ii) for special consideration because a task has not been submitted/done on the due date

STUDENT NAME: _____ YEAR ____ SUBJECT/COURSE: _____

ASSESSMENT TASK TITLE: _____

DATE TASK DUE: _____ TEACHER NAME: _____

ACTION REQUIRED (circle one) (i) extension of time until _____

OR

(ii) special consideration

REASON FOR APPLICATION:

MEDICAL CERTIFICATE ATTACHED: YES/NO/NOT APPLICABLE

STUDENT'S SIGNATURE: _____ DATE: _____

PARENT'S SIGNATURE: _____

ADDITIONAL COMMENTS sought by Panel:

□-----□

STUDENT'S RECEIPT OF APPLICATION FOR CONSIDERATION/EXTENSION ON SENIOR ASSESSMENT TASK

Reference Number: _____

STUDENT NAME: _____ SUBJECT/COURSE: _____

HEAD TEACHER: _____ CLASS TEACHER: _____

ASSESSMENT REVIEW PANEL: SIGNATURE: _____ DATE: _____



**Subject – Year 11
Assessment Task Title**

Student Name:		Date Received:	
Unit Title:		Date Due:	
Weighting:	Total Mark:	Type of Task:	

TASK CONTEXT:

TASK DESCRIPTION:

OUTCOMES TO BE ASSESSED:

- Outcome
- Outcome
- Outcome (2-4 Outcomes per task)

SUCCESS CRITERIA:

€

€

€

€

€

€

COMPLETION PROCESS: (please indicate what you have done)

- Did you participate in the explanation lesson?
- Have you caught up on any missed classwork?
- Did you complete all classwork this term?
- Have you organised access to a computer?
- Have you drafted your response?
- Have you checked spelling, punctuation and grammar?
- Have you approached the teacher for feedback on your draft?
- Have you made suggested edits?
- Have you organised printing of the task? (or other submission details)

If you are still feeling unsure of what you need to do:

- Have you discussed it with a trusted classmate?
- Have you spoken to your teacher?
- Have you spoken to the Head Teacher?
- Have you spoken to the teachers in the Learning Hub or a member of the Senior Success Team?

DRAFTING YOUR WORK

Drafts can be submitted to your teacher Monday to Friday with the expectation that they will be viewed between the hours of 8:30am and 3:30pm.

You can submit a maximum of **two** drafts for feedback no later than Date (48 hrs before due).

MISADVENTURE/ABSENCE ON DUE DATE

If you know you **will not** be in your normal time-tabled class on **the day the task is due** you must see your teacher **BEFORE** the due date. Involvement in sport, work placement or extra-curricular activities must be negotiated **BEFORE** the task is due or zero marks will be awarded.

If you are **ABSENT** on the day the task is due, you will be required to complete the task during the next timetabled lesson for which you are present **OR** you will be required to email the task to windsor-h.school@det.nsw.edu.au with Attn: Class Teacher **OR** Google Classroom Code: 123XYZ.

Please remember that assessment marks contribute directly to your final result and make every effort to do your best with this task.

DECLARATION

I declare, when I sign for this submission, that it is **all my own work** and, to the best of my knowledge and belief, it contains no material including images, previously published, exhibited, or written by another person or myself, except where due acknowledgment is made.

- I have made and **retained a copy** of this original assignment.
- I am aware **a zero mark** will be awarded for late submission of this task unless a misadventure form accompanied by a doctor's certificate is submitted to and approved by the Assessment Review Panel
- I am aware that submitting a task 10% above the word limit or time limit will result in markers ceasing to evaluate the task beyond this point.

Personal Year 11 Assessment Calendar - 2024

	2024 TERM 1	2024 TERM 2	2024 TERM 3
1			
2			
3			
4			
5			
6			
7			
8			
9			Yearly Examinations Weeks 9 - 10
10			
11			

Visual Arts

	TASK 1	TASK 2	TASK 3	
	The Subjective Frame and the Representation of the Human Figure	Documenting Artmaking Practice	Yearly Examination Art Criticism And Art History	
	Term 1 Week 10	Part A - Term 2 Week 7 Part B – Term 3 Week 7	Term 3 Week 9	
Outcomes Assessed	P1, P2, P3, P4 P5, P6, P9, P10	P1, P2, P3, P4 P5, P6, P7, P10	P7, P8, P9, P10	
Components				Weighting %
Art Criticism and Art History		10	40	50
Art-making	20	30		50
Totals %	20	40	40	100

Drama

	TASK 1	TASK 2	TASK 3	
	Scripted Performance and Essay Theatrical Traditions and Performance Styles	Individual Project, rationale and logbook Elements of Production in Performance	Group Performance and Logbook Improvisation, Playbuilding and Acting	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
Outcomes Assessed	P1.3, P1.4, P1.6, P2.2, P2.3, P2.4, P2.6 P3.1, P3.2, P3.3, P3.4	P1.2, P1.4, P1.6, P3.1, P3.2, P3.3	P1.1, P1.2, P1.3, P1.5, P1.7, P1.8 P2.1, P2.3, P2.4, P2.5	
Components				Weighting %
Making	10	10	20	40
Performing	10		20	30
Critically Studying	10	20		30
Totals %	30	30	40	100

English Extension 1

	TASK 1	TASK 2	TASK 3	
	Critical Response Texts, Culture and Values	Multimodal Presentation Related Research Project	Yearly Examination Texts, Culture and Values	
	Term 2, Week 2 Tuesday 7 th May	Term 3, Week 5 Tuesday 20 th August	Term 3 Week 9/10	
Outcomes Assessed	EE11-1, EE11-2 EE11-3, EE11-6	EE11-1, EE11-3 EE11-6	EE11-1, EE11-2 EE11-3, EE11-5 EE11-6	
Components				Weighting %
Knowledge and understanding of complex texts and how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
Totals %	30	40	30	100

English Advanced

	TASK 1	TASK 2	TASK 3	
	Portfolio of Writing Reading to Write: Transition to Senior English	Multimodal Presentation Module A: Narrative That Shape Our World	Yearly Examination Section 1: Reading to Write – Reading Section 2: Reading to Write – Writing Section 3: Module B - Critical Study of Literature	
	Term 1, Week 10 Friday 5 th April	Term 2, Week 9 Friday 28 th June	Term 3 Week 9 &10	
Outcomes Assessed	EA 11-3, EA 11-4, EA 11-9	EA 11-2, EA 11-3, EA 11-6, EA 11-8, EA 11-9	EA 11-1, EA 11-2, EA 11-3, EA 11-8	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Totals %	30	30	40	100

English Standard

	TASK 1	TASK 2	TASK 3	
	Portfolio of Writing Reading to Write: Transition to Senior English	Multimodal Presentation Module A: Contemporary Possibilities	Yearly Examination Section 1: Reading to Write – Reading Section 2: Reading to Write – Writing Section 3: Module B - Critical Study of Literature	
	Term 1, Week 10 Friday 5 th April	Term 2, Week 9 Friday 28 th June	Term 3 Week 9 &10	
Outcomes Assessed	EN 11-3, EN 11-4, EN 11-9	EN 11-2, EN 11-3, EN 11-6, EN 11-8,	EN 11-1, EN 11-2 EN 11-3, EN 11-8	
Components				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Totals %	30	30	40	100

English Studies

	TASK 1	TASK 2	TASK 3	
	Resume and Interview Achieving Through English Education, Work and Community	Travel Itinerary Module C: On the Road – English and The Experience of Travel	Yearly Examination Module F: MiTunes and Text – English and the Language of Song	
	Term 1, Week 7 Friday 15 th March	Term 2, Week 9 Friday 28 th June	Term 3, Week 9 Friday 20 th September	
Outcomes Assessed	ES 11-1, ES 11-4 ES 11-5, ES 11-6	ES 11-2, ES 11-6 ES 11-7, ES 11-8	ES 11-1, ES 11-3 ES 11-4, ES 11-5 ES 11-7, ES 11-8 ES 11-10	
Components				Weighting %
Knowledge and understanding of course content	20	15	15	50
Skills in: - Comprehending texts - Communicating ideas - Using language accurately, appropriately, and effectively	20	15	15	50
Totals %	40	30	30	100

Ancient History

	TASK 1	TASK 2	TASK 3	
	Topic Test Historical Authentication and Reliability and Case Study Troy	Historical Investigation Student Choice – Essay and Presentation	Yearly Examination Year 11 End of Course Examination	
	Term 1 Week 10	Term 3 Week 2	Term 3 Week 9 & 10	
Outcomes Assessed	AH11-6, AH11-9, AH11-10	AH11-3, AH11-4, AH11-7, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-5, AH11-9	
Components				Weighting %
Knowledge and understanding of course content	5	10	25	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	10	5	5	20
Totals %	30	30	40	100

Business Studies

	TASK 1	TASK 2	TASK 3	
	Nature of Business Media File & Business Report	Business Planning Business Plan for a SME	Yearly Examination	
	Term 1 Week 9	Term 3 Week 7	Term 3 Week 9 & 10	
Outcomes Assessed	P2, P7, P9	P4, P8, P9	P1, P2, P3, P4 P5, P6, P10	
Components				Weighting %
Knowledge & understanding of course content	10	15	15	40
Stimulus-based skills		10	10	20
Inquiry and research	10	10		20
Communication of business information, ideas & issues in appropriate form	5	5	10	20
Totals %	25	40	35	100

Geography

	TASK 1	TASK 2	TASK 3	
	Earths Natural Systems – Scenario based response	Geographical Investigation- Report	People, Patterns and Processes - Research Task	
	Term 1 Week 9	Term 2 Week 10	Term 3 Week 6	
Outcomes Assessed	GE-11-01, GE-11-02, GE-11-09	GE-11-05, GE-11-06, GE-11-07, GE-11-08	GE-11-01, GE-11-03, GE-11-04, GE-11-08	
Components				Weighting %
Knowledge and understanding of content	10	10	5	25
Geographical skills in the analysis and evaluation of sources and interpretations	10	10	10	30
Geographical inquiry & research	5	5	10	20
Communication of Geographical understanding in appropriate forms	5	10	10	25
Totals %	30	35	40	100

Legal Studies

	TASK 1	TASK 2	TASK 3	
	Individual and the Law Hand-In Essay & Research File	Law in Practice Research and In-Class Essay on Contemporary Issue	Yearly Examination	
	Term 2 Week 5	Term 3 Week 4	Term 3 Week 9 & 10	
Outcomes Assessed	P1, P4, P6, P8, P9	P2, P4, P5, P6, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P9, P10	
Components				Weighting %
Knowledge and understanding of content	10	10	20	40
Analysis and Evaluation	5	5	10	20
Inquiry and Research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	5	5	10	20
Totals %	30	30	40	100

Modern History

	TASK 1	TASK 2	TASK 3	
	Historical Investigation Project (HIP)	Romanov Assignment	Yearly Examination	
	Term 1 Week 11	Term 2 Week 9	Term 3 Week 9 & 10	
Outcomes Assessed	M11-3, M11-5, M11-6, M11-7, M11-8, M11-9, M11-10	M11-1, M11-2, M11-4, M11-6, M11-9	M11-1, M11-2, M11-4, M11-6, M11-9	
Components				Weighting %
Knowledge & understanding of course content	5	5	30	40
Historical skills in the analysis and evaluation of sources and interpretations	5	10	5	20
Historical inquiry & research	10	10		20
Communication of historical understanding in appropriate forms	10	5	5	20
Totals %	30	30	40	100

Society and Culture

	TASK 1	TASK 2	TASK 3	
	Ethnographic Study Report	Mini Personal Interest Project	Yearly Examination	
	Term 1 Week 11	Term 2 Week 10	Term 3 Week 9/10	
Outcomes Assessed	P1, P3, P9, P10	P2, P6 P7, P8 P9, P10	P1, P2 P3, P4 P5, P6 P7, P10	
Components				Weighting %
Knowledge & understanding of course content	10	10	30	50
Application & evaluation of social & cultural research methods	5	20	5	30
Communication of information, ideas & issues in appropriate forms	5	10	5	20
Totals %	20	40	40	100

Work Studies

	TASK 1	TASK 2	TASK 3	
	Types of Communication Module 3	Resume and Mock Interview Module 1 and 2	Interview and Report My Working Life	
	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9	
Outcomes Assessed	P2, P5, P6, P7, P8	P2, P3, P4, P5, P6	P1, P3, P4, P5, P9	
Components				Weighting %
Knowledge and understanding	15	15	15	45
Skills	20	20	15	55
Totals %	35	35	30	100

Mathematics Advanced

	TASK 1	TASK 2	TASK 3	
	In-Class Test Topic F1	Assignment Topic T1	Yearly Examination Topics F1, T1, T2 C1, S1, S2	
	Term 1 Week 9	Term 2 Week 7	Term 3 Week 9/10	
Outcomes Assessed	MA11-1, MA11-2 MA11-8, MA11-9	MA11-1, MA11-3 MA11-8, MA11-9	MA11-1, MA11-2 MA11-3, MA11-4 MA11-5, MA11-7 MA11-8, MA11-9	
Components				Weighting %
Understanding, fluency & communication	15	15	20	50
Problem solving, reasoning & justification	15	15	20	50
Totals %	30	30	40	100

Mathematics Standard

	TASK 1	TASK 2	TASK 3	
	Open Book Topic Test	Investigation Assignment	Yearly Examination	
	Topic A1, A2	Topic F1	Topics A1, A2, S1, S2, F1, M1 M2	
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9/10	
Outcomes Assessed	MS11-1, MS11-2, MS11-6, MS11-9 MS11-10	MS11-2, MS11-5 MS11-6, MS11-9, MS11-10	MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-7, MS11-8 MS11-9, MS11-10	
Components				Weighting %
Understanding, fluency & communication	15	15	20	50
Problem solving, reasoning & justification	15	15	20	50
Totals %	30	30	40	100

CEC Numeracy

	TASK 1	TASK 2	TASK 3	
	Assignment Cars around the moon	Assignment Native Australian Garden Design	Assignment Renovate, Redecorate	
	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9	
Outcomes Assessed	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-2.6, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-2.6, N6-3.1, N6-3.2	N6-1.1, N6-1.2, N6-1.3, N6-2.1, N6-2.2, N6-2.3, N6-2.4, N6-2.5, N6-2.6, N6-3.1, N6-3.2	
Components				Weighting %
Understanding, fluency & communicating	15	15	20	50
Problem solving, reasoning & justification	10	20	20	50
Totals %	25	35	40	100

Mathematics Extension 1

	TASK 1	TASK 2	TASK 3	
	Assignment/ Investigation Topic: F1	Journal In- Class test Topics: F2, T1, T2	Yearly Examination Topics: F1, F2, T1, T2, C1, A1	
	Term 1, Week 9	Term 2, Week 8	Term 3, Week 10	
Outcomes Assessed	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7	
Components				Weighting %
Understanding, Fluency and Communicating	12	18	20	50
Problem Solving, Reasoning and Justification	13	17	20	50
Total %	25	35	40	100

Community & Family Studies

	TASK 1	TASK 2	TASK 3	
	Interview & Written Report	Observation, Data, Analysis and Written Report	Yearly Examination	
	Core 1 Resource Management	Core 2 Individuals and Groups		
	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9/10	
Outcomes Assessed	P1.1, P4.1 P4.2, P6.1	P2.1, P2.3 P3.2, P4.1, P4.2	P1.1, P1.2 P2.1, P2.2 P2.3, P2.4 P3.1, P3.2 P5.1, P6.1 P6.2	
Components				Weighting %
Knowledge & understanding of course content	15	15	10	40
Skills in critical thinking, research, analysing & communicating	20	20	20	60
Totals %	35	35	30	100

Exploring Early Childhood

	TASK 1	TASK 2	TASK 3	
	Module 3 – Starting School – Transition Activity	Play & The Developing Child Module 2	Yearly Examination	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9/10	
Outcomes Assessed	2.1, 2.2, 2.4	1.4, 2.2, 2.4	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 4.1, 4.3, 6.1, 6.2	
Components				Weighting %
Knowledge & understanding	15	15	20	50
Skills in caring for teaching babies & children	15	15	20	50
Totals %	30	30	40	100

Personal Development, Health and Physical Education

	TASK 1	TASK 2	TASK 3	
	Research Report Core 1 Better Health for Individuals	Biomechanical Analysis, CPR Demonstration & Injury Assessment Core 2 The Body in Motion	Yearly Examination	
	Term 1 Week 10	Term 3 Week 4	Term 3 Week 9/10	
Outcomes Assessed	P2, P3, P4, P5, P6, P16	P6, P7, P8, P9 P12, P15, P16, P17	P1 – P12 P15 – P17	
Components				Weighting %
Knowledge & understanding of course content	5	5	30	40
Skills in critical thinking, research, analysing & communicating	15	35	10	60
Totals %	20	40	40	100

Sport, Lifestyle & Recreation

	TASK 1	TASK 2	TASK 3	
	Fitness Program Design Athletics	Ports Coaching and Training Theory/Practical Presentation	Yearly Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9/10	
Outcomes Assessed	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4, 4.5	
Components				Weighting %
Knowledge & understanding of course content	15	10	25	50
Skills in critical thinking, research, analysing & communicating	15	20	15	50
Totals %	30	30	40	100

Biology

	TASK 1	TASK 2	TASK 3	
	Field Work Depth Study	Enzyme Reactivity Report	Yearly Examination	
	Term 1 Wk 6 – Longneck Lagoon Fieldwork Wk 9 - Report	Term 2 Week 7	Term 3 Week 9/10	
Outcomes Assessed	BIO11-1, BIO11-3 BIO11-4, BIO11-5 BIO11-6, BIO11-7 BIO11-10, BIO11-11	BIO11-1, BIO11-2 BIO11-3, BIO11-4 BIO11-5, BIO11-6 BIO11-7, BIO11-8 BIO11-9	BIO11-6, BIO11-7 BIO11-8, BIO11-9 BIO11-10, BIO11-11	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in working scientifically	30	20	10	60
Totals %	40	30	30	100

Chemistry

	TASK 1	TASK 2	TASK 3	
	Module 1 – Properties and Structure of Matter Topic Test	Depth Study Practical and Report	Yearly Examination	
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9/10	
Outcomes Assessed	CH11-4, CH11-5 CH11-6, CH11-7, CH11-8, CH11-9	CH11-1, CH11-2 CH11-3, CH11-4 CH11-5, CH11-6 CH11-7, CH11-9 CH11-10	CH11-1, CH11-2 CH11-3, CH11-4 CH11-5, CH11-6 CH11-7, CH11-8, CH11-9, CH10, CH11	
Components				Weighting %
Skills in working scientifically	20	20	20	60%
Knowledge and understanding of course content	10	10	20	40%
Totals %	30	30	40	100

Industrial Technology Timber

	TASK 1	TASK 2	TASK 3	
	Project 1	Project 2	Yearly Examination	
	Term 1 Week 10	Term 3 Week 8	Term 3 Week 9/10	
Outcomes Assessed	P2.1, P2.2 P3.1, P3.2, P3.3 P4.1, P4.2, P4.3 P5.1, P5.2, P6.1 P6.2	P2.2 P3.1, P3.2, P3.3 P4.3 P5.1, P5.2, P6.1 P6.2	P1.1, P1.2, P2.1 P3.2, P7.1	
Components				Weighting %
Knowledge of industry			40	40
Planning a major project	10	10		20
Skills development	20	20		40
Totals %	30	30	40	100

Food Technology

	TASK 1	TASK 2	TASK 3	
	Food availability and Selection Report and Practical Preparation	Food Quality Experiment Design and Practical Preparation	Yearly Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9/10	
Outcomes Assessed	P1.1, P1.2, P4.1, P4.2, P4.3	P2.2, P3.2, P4.1, P4.4, P5.1	P1.1, P1.2, P2.1, P2.2, P3.1	
Components				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, researching, analysing and evaluating	10	10	10	30
Skills in experimenting with and preparing food by applying theoretical concepts	15	15		30
Totals %	35	35	30	100

Computing Technology

	TASK 1	TASK 2	TASK 3	
	Research Report Principles of Cybersecurity	Project Interactive Media and the User Experience	Yearly Examination	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9/10	
Outcomes Assessed	EC-11-03 EC-11-06 EC-11-07 EC-11-10	EC-11-01 EC-11-08 EC-11-09 EC-11-11	EC-11-02 EC-11-04 EC-11-05	
Components				Weighting %
Knowledge and understanding of course content	10	20	20	50
Knowledge and skills in the practical application of the content	25	15	10	50
Totals %	35	35	30	100

VOCATIONAL EDUCATION AND TRAINING ASSESSMENT POLICY FOR SENIOR COURSES

All Vocational Education and Training (VET) Courses have specific industry related competencies which will be assessed in a variety of tasks continuously throughout the course. Notice of the tasks will be given to students throughout the course. Students will need to demonstrate competency within the set tasks in order to attain the Australian Qualification Framework (AQF) national qualification of Certificate I, II or III depending on the course.

Satisfactory participation in the set tasks will qualify students for the award of a Preliminary Certificate or a HSC qualification within the guidelines set out by the NSW NESA.

Students can also choose to attain an Australian Tertiary Admissions Rank (ATAR). Students wishing to gain an ATAR qualification will need to complete a number of school assessments in line with the following assessment schedules and exams as well as an external HSC examination set by NESA. The marks from the school's trial HSC will be used to generate the student's HSC estimate mark. The estimate mark will be used by NESA only in the case of misadventure; otherwise a student's examination mark in the external HSC examination will be used to determine their ATAR.

The following VET courses will be assessed as above: -

Hospitality

Primary Industries



Education

Hospitality
Qualification: 1BSIT20322 Certificate II in Hospitality
Cohort 2024 - 2025
Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Windsor High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 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	Optional EXAM
Code	Unit of Competency	Week 10 Term 2	Week 5 Term 3	Week Term Date
SITXFSA005	Use hygienic practices for food safety	X		
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 1BSIT20322 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”.



Education

Primary Industries

Qualification: 1BAHC20122 Certificate II in Agriculture

Cohort 2024 - 2025

Training Package AHC Agriculture, Horticulture and Conservation and Land Management

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Windsor High School

Livestock Assessment Schedule Year 11 - 2024

Assessment Tasks for AHC20122 Certificate II in Agriculture <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 WHS	Task 2 Communicate and Work Effectively	Task 3 Operate Tractors	Task 4 Biosecurity	Task 5 Handle and Observe Livestock	Task 6 Care for Livestock	EXAM (Optional)
Code	Unit of Competency	HSC Examinable Unit	Week 5 Term 1 Date	Week 11 Term 1 Date	Week 8 Term 2 Date	Week 10 Term 2 Date	Week 10 Term 3 Date	Week 10 Term 3 Date	Week Term Date
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		
AHCLSK202	Care for health and welfare of livestock	√						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 1BAHC20122 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”.

