



Wellington High School Year 11 Assessment Booklet 2024

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INTRODUCTION

The Assessment Procedures used by Wellington High School follow the NSW Education Standards Authority **NESA** (formerly known as NSW Board of Studies Teaching Educational and Standards) Statement and Guidelines concerning Preliminary HSC course assessment and the satisfactory completion of each course.

- There are five broad requirements to be met:
- **Study** a permitted combination of courses through an approved pattern of study;
- Satisfactorily **complete** the requirements of the courses, including any necessary oral, practical or project work;
- **Complete** tasks required for the *assessment* program in each course;
- Maintain a pattern of *attendance* and *application* which will allow achievement of the outcomes of each course being studied;
- Sit for, and make a *genuine attempt* at, the Higher School Certificate in the required combination of courses.

All students sitting for the Preliminary and HSC courses are required to complete school-based assessment tasks for all Board Developed and Board Endorsed courses. Students studying Life Skills Courses are required to complete tasks set by the class teacher as a means of completing the syllabus requirements of the course.

ELIGIBILITY

The rules and requirements for HSC eligibility are governed by NESA and are published in the *Assessment, Certification and Examination (ACE) Manual*. To be eligible for the HSC, students must:

- Meet the **HSC minimum standard** in Literacy and Numeracy
- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- Complete **HSC: All My Own Work** (or its equivalent) before submitting any work for Preliminary or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- Satisfactorily complete courses in the patterns of study that are detailed in the following section
- Sit for and make a serious attempt at the required HSC exams.

PATTERN OF STUDY

To qualify for the HSC, a student must satisfactorily complete:

- A Preliminary pattern of study that includes at least 12 units
- A HSC pattern of study that includes at least 10 units

Both patterns of study must include:

- At least 6 units from Board Developed Courses
- At least 2 units of a Board Developed Course in English, or English Studies
- At least 3 courses of 2 units value or greater (either Board Developed or Board Endorsed Courses)
- At least 4 subjects.

HSC MINIMUM STANDARDS

Students need to meet a [minimum standard of literacy and numeracy](#) to receive the HSC. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have the [level of skills](#) necessary for success after school.

Students show they have met the HSC minimum standard by passing [online tests](#) of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

Students master basic skills at different stages so there are multiple opportunities available for students to [understand what to expect](#) and pass the minimum standard online tests, from Year 10 until a few years after Year 12. Some students will be [eligible for disability provisions for the minimum standards tests](#), or an [exemption](#) from the HSC minimum standard requirement.

STUDENTS ONLINE

[Students Online](#) provides students in Years 10, 11 and 12 with useful information about senior school study, particularly on assessment, examinations and results, and how the HSC works. Year 10, 11 and 12 students in NSW are eligible for a *Students Online* account. The email address students have provided to NESA through their Confirmation of Entry along with the NESA Student Number are needed to activate the account.

Go to <https://studentsonline.nesa.nsw.edu.au>

The screenshot shows the top of the Students Online website. On the left is the NSW Education Standards Authority logo. On the right is the text 'STUDENTS ONLINE for NSW students in Years 10 to 12'. Below this is a navigation bar with buttons for 'HOME', 'MY ACCOUNT', 'HELP', and 'CONTACT US'. Underneath the navigation bar are links for 'About', 'Help', 'Forgotten PIN', and 'Contact us'. The main content area on the left has the heading 'About Students Online' and text explaining that it is a source for information about senior school study, assessment, exams, and results. It also mentions that it is developed and delivered by NESA. Below this is a link for 'Your account – My Details'. On the right side of the page is a 'Login' form with fields for 'Student Number' and 'PIN', a 'LOG IN' button, and links for 'Trouble logging in?', 'Forgot your PIN?', and 'Your security'.

SATISFACTORY STUDY AND COMPLETION OF COURSES

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 and endorsed by NESAs; and
- (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*.

FAILURE TO COMPLETE ALL THE SET EXPERIENCES, HOMEWORK AND CLASSWORK IN A COURSE MAY RESULT IN A NON-SATISFACTORY COMPLETION OF A COURSE AND THEREFORE NO RESULTS AT ALL WOULD BE AWARDED IN THAT SUBJECT.

The following are indicators that a student has satisfactorily completed a course of study:

- participates positively in class activities - e.g. answering questions; asking questions; co-operating in group work;
- maintains a record of work completed in class and at home - subject/unit workbook;
- completes set class activities to the best of their ability;
- completes home assignments and presents them on time and to the best of their ability;
- completes and submits all *assessment tasks* on time and to the best of their ability;
- provides an acceptable explanation for any failure to meet set *assessment task* requirements;
- achieves course outcomes.

Although reminders about assessment matters will be given, it is the responsibility of the student to:

- keep track of assessment commitments and to complete necessary formalities in the event of late submissions or absences.
- read all examination timetables correctly and follow all instructions relating to procedures in examinations. No allowances will be made for students who fail to turn up for exams due to misreading of the timetable or failing to comply with the examination instructions due to misreading of the exam paper.
- Notify the school if they are going to be absent the day a task is due.
- Complete all relevant paper work when an assessment task is missed or not handed in.

Commitments to a part-time job, social activities or work in other subjects are not acceptable excuses. All students have such commitments and are expected to plan ahead.

FORMAL ASSESSMENT

Formal assessment tasks are those that students undertake as part of the school-based assessment program. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to presentations, reports, practical work, portfolios, journals, logbooks, process diaries, tests, compositions and formal written examinations.

RESPONSIBILITIES OF THE SCHOOL

The school is responsible for providing:

- Students with an *Assessment Handbook*, which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6.
- Students with Year 12 HSC Assessment Schedules (found in the *Year 12 HSC Assessment Handbook*) for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the relative weighting that applies to each assessment task.
- NESAs with an assessment of students' achievement in each course they have studied in Year 11 and Year 12.
- Appropriate reporting procedures.
- A review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- Special consideration to students with a disability and others with special needs following endorsement by the Principal.

Subject Head Teachers are responsible for:

Setting assessment tasks that:

- Will be used to measure student performance in each component of a course.
- Are effective at discriminating between students' achievement of outcomes in order to determine assessment rank.
- Specify a mark/weighting for each assessment task.
- Are of the same type and have the same weighting for all classes studying that course.
- Providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task. This notification will be issued at least two weeks in advance.
- Maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
- Providing students with assessment task feedback at the completion of each task, which includes a mark or grade, rank (if applicable), detailed marking criteria and written feedback.
- Establishing procedures for recording and reporting student performance on all assessment tasks. Records of all marks that form part of the assessment program are to be kept in duplicate and filed separately for security purposes.
- Issuing official *NESA Non-Completion of a Course Warning Letters* to students and parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements. The Stage 6 Head Teacher will also be notified.
- Ensuring that final cumulative school-based assessment marks are not provided to students and that students are aware that they can access their *Assessment Rank Order Notice* after the last HSC examination has occurred.

NOTIFICATION OF ASSESSMENT TASKS

Students will be notified in writing of the specific details of an assessment task **at least two weeks** prior to the task. The written notification of each task must include:

- The date and time of the task and/or when the task is due.
- Outcomes assessed.
- Description of the nature of the task.
- Task weighting.
- Marking criteria/information about how the task will be assessed and how feedback will be provided.

SUBMISSIONS OF ASSESSMENT TASKS

The *Year 12 HSC Assessment Handbook* shows the general timing of assessment tasks by school term and week. Exact submission dates and times for a hand-in task will be clearly specified on the assessment notification.

Dates and times for examinations will be provided on the examination timetable.

Failure to submit a task on time will result in a zero mark being awarded. If a student is absent on the day an assessment task is due, they may apply for illness/misadventure by following the procedures outlined in this handbook.

It is the student's responsibility to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether or not electronic submissions will be accepted, preferred or stated.

EXAMINATION PERIODS

A formal written examination is often in the same format as an HSC examination and typically draws from most or all content areas, topics or modules. An examination period is a dedicated time in which all examinations will be held for applicable courses. In Year 12, normal lessons will be suspended, and students will only be required at school when their specific examinations are scheduled.

PROCEDURES FOR REQUESTING A RESCHEDULING / EXTENSION OF AN ASSESSMENT TASK

The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks. All students are provided with the opportunity to request a rescheduling of their assessment task if the due date clashes with an official school activity in which they are involved.

Applications are to be expressed in writing using the **Assessment Illness Misadventure Form** provided by the school. These forms are to be obtained by the student from the school's website, school office or subject Head Teacher or classroom teacher and must be returned to the subject Head Teacher.

Students wishing to request an assessment task extension flowchart.

Step 1: Students obtain an extension form.



Step 2: Submit the form.

- (i) Students must complete all paperwork and submit to the subject Head Teacher
- (ii) The form must be made at least FIVE days prior to the official due date.
- (iii) Supporting documentation (doctors' certificate or a statutory declaration) should be provided as well.



Step 3: Resolution & Feedback.

- (i) The application will be considered by the subject Head Teacher.
- (ii) A decision will be communicated to the student, classroom teacher and Deputy Principal.

If approved, the student will be required to submit the work at a time specified by the relevant subject Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **zero mark** will be awarded.

PROCEDURES FOR APPLYING FOR ILLNESS/MISADVENTURE

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students.

Students need to be aware that if they commence or attempt an assessment task the result they achieve will be recorded. In this case, Illness/Misadventure therefore does not apply retrospectively. Students wishing to apply for illness/misadventure should follow the relevant procedure specific to the situation as outlined below.

Procedures to follow in the event of:

1. **Absence due to illness/misadventure on the day of an in-school assessment task**
 - The student or parent/caregiver **MUST** contact the school by **8:30am** on the day the task is scheduled by phoning: 02 6845 2344
 - Students must report to the **relevant Subject Head Teacher** on the **first day of their return to school** and be prepared to complete the task on that day.
 - Students must obtain an Illness/Misadventure Application Form and any other relevant documentation, such as the school's Medical Certificate.
 - Completed forms and documentation must be returned to the **Subject Head Teacher within two school days** of his/her return to school (i.e. no later than his/her third day back at school).

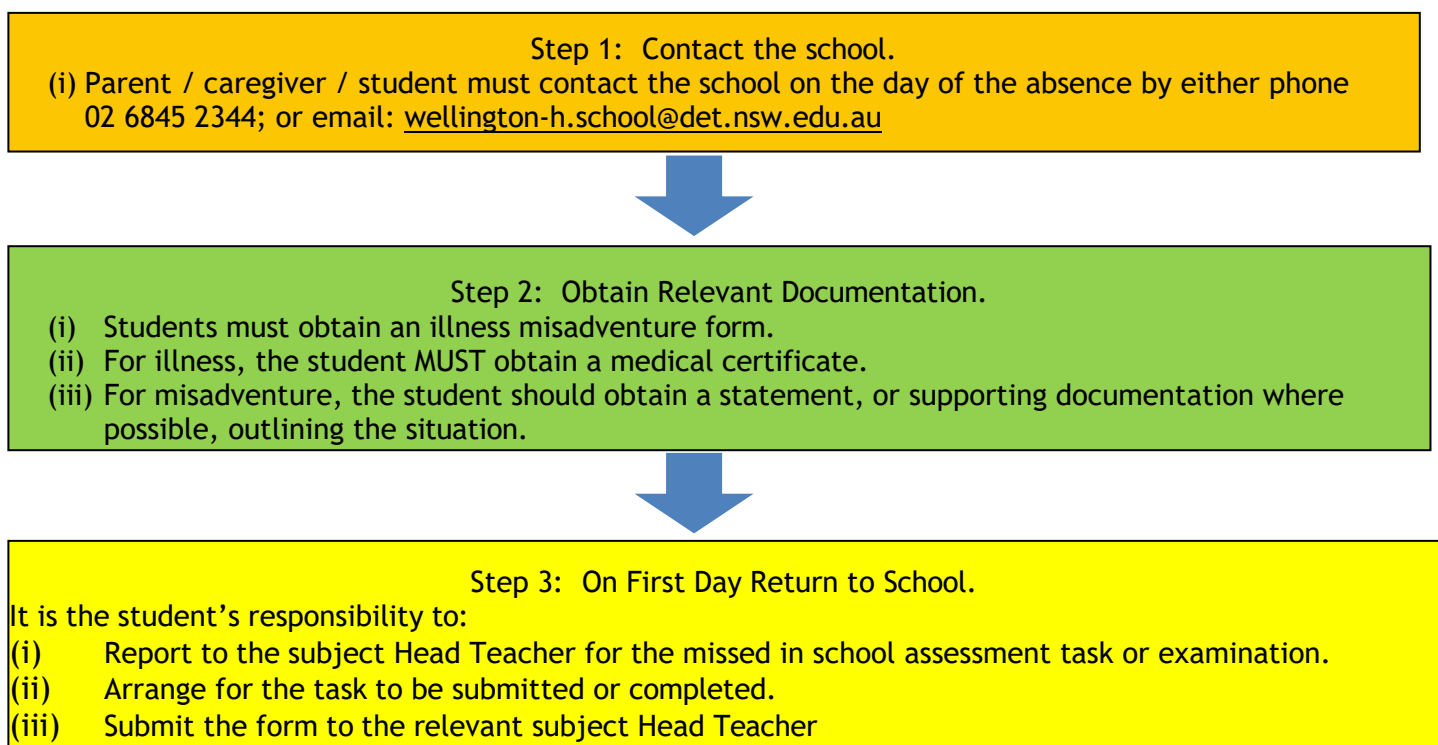
2. **Absence due to illness/misadventure on the day a hand-in assessment task is due to be submitted**
 - The student or parent/caregiver **MUST** contact the school by **8:30am** on the day the task is due by either phone: 02 6845 2344; or email: wellington-h.school@det.nsw.edu.au
 - If a task is not submitted on the due date, the student must submit the task to the **relevant Subject Head Teacher** on the **first day of their return to school**.
 - Students must obtain an Illness/Misadventure Application Form and any other relevant documentation, such as the school's Medical Certificate.
 - Completed forms and documentation must be returned to the **Subject Head Teacher** **within two school days** of his/her return to school (i.e. no later than his/her third day back at school).

3. **Illness/misadventure during an in-school assessment**
 - The student **MUST** notify the Head Teacher of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE** they view the task. At this stage, the student will need to decide to either:
 - a) Sit the task, in which case the mark earned will be awarded and the student **cannot apply retrospectively** for any special consideration due to illness or misadventure; or,
 - b) Leave the task and apply for illness or misadventure by immediately obtaining an Illness/Misadventure Application Form and the school's Medical Certificate (if applicable) and following the Illness/Misadventure procedure.

4. **Illness/misadventure on a day during an examination period**
 - The student or parent/caregiver **MUST** contact the school by phone: 02 9626 3562.
 - **Prior to their return to school**, the student must contact the **Subject Head Teacher** to organise a rescheduling of the affected examination(s).
 - On the day of a rescheduled examination, the student must report to the **Subject Head Teacher**.
 - Students must obtain an Illness/Misadventure Application Form and any other relevant documentation, such as the school's Medical Certificate.
 - Completed forms and documentation must be returned to the **Subject Head Teacher** **within two school days** of his/her return to school (i.e. no later than his/her third day back at school).

SUMMARY PROCEDURES FOR APPLYING FOR ILLNESS OR MISADVENTURE

Students missing an assessment task and wishing to make an application for illness/misadventure must follow the procedure outlined below:



KLA ASSESSMENT SCHEDULES

Preliminary English Advanced Assessment Schedule

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Portfolio and Reflection	Multimodal Presentation	Yearly Examination	
	Common Module: Reading to Write	Module A: Narratives that Shape our World	Module B: Critical Study of Literature	
Timing	Term 1, Week 11	Term 2, Week 10	Term 3, Weeks 8-9	
Outcomes assessed	EA11-1, EA11-5, EA11-9	EA11-2, EA11-6, EA11-7	EA11-1, EA11-3, EA11-4, EA11-8	
Components				
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
Total %	30	30	40	100

Outcomes

EA11-1: responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA11-2: uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA11-3: analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA11-4: strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA11-5: thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments

EA11-6: investigates and evaluates the relationships between texts

EA11-7: evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued

EA11-8: explains and evaluates cultural assumptions and values in texts and their effects on meaning

EA11-9: reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

Preliminary English Standard Assessment Schedule

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Portfolio and Reflection	Multimodal presentation	Yearly Examination	
	Common Module: Reading to Write	Contemporary Possibilities	Close Study of Literature	
Timing	Term 1, Week 11	Term 2, Week 8	Term 3, weeks 8-9	
Outcomes assessed	EN11-1, EN11-5, EN11-9	EN11-2, EN11-6, EN11-7	EN11-1, EN11-3, EN11-4, EN11-8	
Components				
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
Total %	30	30	40	100

Outcomes

EN11-1: responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure

EN11-2: uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN11-3: analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning

EN11-4: applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN11-5: thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments

EN11-6: investigates and explains the relationships between texts

EN11-7: understands and explains the diverse ways texts can represent personal and public worlds

EN11-8: identifies and explains cultural assumptions in texts and their effects on meaning

EN11-9: reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

HSC English Studies Assessment Schedule

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Portfolio: Application, Resume and Cover Letter	Portfolio: Biography, Interview Transcript	Collection of Classwork: Creative Writing, Motivational Speech, Film Review and Poster	
	Mandatory Module: Achieving Through English	Playing the Game	Achieving through English; Playing the Game; The Big Screen	
Timing	Term 1, Week 11	Term 2, Week 8	Term 3, Week 7	
Outcomes assessed	ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	
Components				
Knowledge and understanding of course content	20	15	15	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating idea • using language accurately, appropriately and effectively 	20	15	15	50
Total %	40	30	30	100

Outcomes:

ES11-1: comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES11-2: identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES11-3: gains skills in accessing, comprehending and using information to communicate in a variety of ways

ES11-4: composes a range of texts with increasing accuracy and clarity in different forms

ES11-5: develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11-6: uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES11-7: represents own ideas in critical, interpretive and imaginative texts

ES11-8: identifies and describes relationships between texts

ES11-9: identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

ES11-5: develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts

ES11-6: uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES11-7: represents own ideas in critical, interpretive and imaginative texts

ES11-8: identifies and describes relationships between texts

ES11-9: identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade

ES11-10: monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

Preliminary Mathematics Extension 1 Assessment Schedule

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Function and Combinatorics Investigation	In-Class Test	Final Examination	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Examination Period	
Outcomes assessed	ME11-1, ME11-5, ME11-6, ME11-7	ME11-2, ME11-3, MA11-6, MA11-7	ME11-1 to ME11-9	
Components				
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Outcomes

ME11-1: uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses

ME11-2: manipulates algebraic expressions and graphical functions to solve problems

ME11-3: applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems

ME11-4: applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change

ME11-5: uses concepts of permutations and combinations to solve problems involving counting or ordering

ME11-6: uses appropriate technology to investigate, organize and interpret information to solve problems in a range of contexts

ME11-7: communicates making comprehensive use of mathematical language, notation, diagrams and graphs

HSC Advanced Mathematics Assessment Schedule

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Function Investigation	In-Class Test	Final Examination	
Timing	Term 1, Week 10	Term 2, Week 8	Term 3, Examination Period	
Outcomes assessed	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-4, MA11-8, MA11-9	ME11-1 to ME11-9	
Components				
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Outcomes

MA11-1: uses algebraic and graphical techniques to solve, and where appropriate , compare alternative solutions to problems

MA11-2: uses the concepts of functions, and relations to model, analyse and solve practical problems

MA11-3: uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes

MA11-4: uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities

MA11-5: interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems

MA11-6: manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems

MA11-7: uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions

MA11-8: uses appropriate technology to investigate, organise, model and interpret information in a range of contexts

MA11-9: provides reasoning to support conclusions which are appropriate to the context

HSC Standard 1 Mathematics Assessment Schedule

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Money and Equation Project	In-Class Test	Final Examination	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Examination Period	
Outcomes assessed	MS11-1, MS11-2, MS11-5, MS11-9, MS11-10	MS11-1, MS11-2, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	ME11-1 to ME11-9	
Components				
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Outcomes

- MS11-1: uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2: represents information in symbolic, graphical and tabular form
- MS11-3: solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4: performs calculations in relation to two-dimensional figures
- MS11-5: models relevant financial situations using appropriate tools
- MS11-6: makes predictions about everyday situations based on simple mathematical models
- MS11-7: develops and carries out simple statistical processes to answer questions posed
- MS11-8: solves probability problems involving multistage events
- MS11-9: uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10: justifies a response to a given problem using appropriate mathematical terminology and/or calculations

Preliminary Chemistry Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of Task	Practical Task - Modules 1 & 2	Reactions	Yearly Examination Modules 5, 6, 7 & 8	
Timing	Term 2, Week 3	Term 4, Week 2	Term 3, Week 8 & 9	
Outcomes Assessed	CH11-2, CH11- 2, CH11-3, CH11-4, CH11-7, CH11-8	CH11-1, CH11-3, CH11-5, CH11- 6, CH11-7, CH11-8, CH11-9, CH11-10	CH11-1 to CH11-11	
Module	Module 1 & 2	Module 3	Modules 1 - 4	
Components				
Skills in Working Scientifically	15	20	10	60
Knowledge & Understanding	10	10	10	40
Total %	35	35	30	100

Outcomes

CH11-1: develops and evaluates questions and hypotheses for scientific investigation

CH11-2: designs and evaluates investigations in order to obtain primary and secondary data and information

CH11-3: conducts investigations to collect valid and reliable primary and secondary data and information

CH11-4: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11-5: analyses and evaluates primary and secondary data and information

CH11-6: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11-7: communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH11-8: explores the properties and trends in the physical, structural and chemical aspects of matter

CH11-9: describes, applies and quantitatively analyses the mole concept and stoichiometric relationships

CH11-10: explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions

CH11-11: analyses the energy considerations in the driving force for chemical reactions

Preliminary Agriculture Assessment Schedule 2024

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Farm Case Study	Plant/Animal Production report	Yearly Examination	
Timing	Week 2, term 2	Week 10 term 2	Term 3 examination period	
Outcomes assessed	P1.1, P1.2, P2.3, P3.1, P5.1	P2.1, P3.1, P4.1, P5.1	All	
Components				
Knowledge and understanding of course content	10	10	20	40
Knowledge, understanding and skills required to manage agricultural production systems	15	10	15	40
Skills in effective research, experimentation and communication	5	10	5	20
Total %	30	30	40	100

Outcomes

P1.1: describes the complex, dynamic and interactive nature of agricultural production systems

P1.2: describes the factors that influence agricultural systems

P2.1: describes the biological and physical resources and applies the processes that cause changes in plant production systems

P2.2: describes the biological and physical resources and applies the processes that cause changes in animal production systems

P2.3: describes the farm as a basic unit of production

P3.1: explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements

P4.1: applies the principles and procedures of experimental design and agricultural research

P5.1: investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

Preliminary Aboriginal Studies Assessment Schedule 2024

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Stimulus Response Aboriginality and the Land	Research Report Research and Enquiry Methods: Local Community Case Study	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Examination Period	
Outcomes assessed	P1.1,P1.2,P1.3,P2.2	P4.1, P4.2, P4.3, P3.1, P3.2, P3.3	All Outcomes	
Components				
Knowledge and understanding of course content	15	15	10	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	5	5	15
Research and inquiry methods, including aspects of the local community case study	5	10	5	20
Communication of information, ideas and issues in appropriate forms	5	10	10	25
Total %	30	40	30	100

Outcomes:

- P1.1: identifies different viewpoints about invasion and colonisation of shared histories between Aboriginal and non-Aboriginal peoples
P1.2: explains the consequences of invasion and colonization for Aboriginal and other Indigenous peoples in terms of social justice and human rights
P1.3: explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures
P2.1: explains the meaning of Dreamtime to Aboriginal peoples
P2.2: explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other
P3.1: describes government policies, legislation and legal decisions in relation to racism and discrimination
P3.2: explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
P3.3: explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions
Indigenous peoples
P4.1: plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives
P4.2: undertakes community consultation and fieldwork and applies ethical research practices
P4.3: investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous people

Preliminary Modern History Assessment Schedule

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Source Analysis	Research Report Historical Investigation (Compulsory)	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3: Exam Period	
Outcomes assessed	MH11-6, MH11-7, MH11-9, MH11-10	MH11-2, MH11-4, MH11-6, MH11-8, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5,	
Components				
Knowledge and understanding	15	5	20	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	5	10	5	20
Total %	35	30	35	100

Outcomes:

MH11-1: describes the nature of continuity and change in the modern world

MH11-2: proposes ideas about the varying causes and effects of events and developments

MH11-3: analyses the role of historical features, individuals, groups and ideas in shaping the past

MH11-4: accounts for the different perspectives of individuals and groups

MH11-5: examines the significance of historical features, peoples, ideas, movements, events and developments of the modern world

MH11-6: analyses and interprets different types of sources for evidence to support an historical account or argument

MH11-7: discusses and evaluates differing interpretations and representations of the past

MH11-8: plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH11-9: communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

MH11-10: discusses contemporary methods and issues involved in the investigation of modern history

**Legal Studies
Year 11 Assessment Schedule 2024**

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Research The Legal System	Topic Test The Individual and the Law	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Examination Period	
Outcomes assessed	P1, P2, P3, P6, P9	P4, P5, P6, P7, P8	P1, P2, P9, P10	
Components				
Knowledge and understanding of course content	10%	10%	20%	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives		10%	10%	20
Research and inquiry methods, including aspects of the local community case study	10%	10%		20
Communication of information, ideas and issues in appropriate forms	10%	10%		20
Total %	30%	40%	30%	100

Outcomes:

P1: identifies and applies legal concepts and terminology.

P2: describes the key features of Australian and International law.

P3: describes the operation of domestic and international legal systems.

P4: discusses the effectiveness of the legal system in addressing issues.

P5: describes the role of the law in encouraging cooperation and resolving conflict, as well as initiating and responding to change.

P6: explains the nature of the interrelationship between the legal system and society.

P7: evaluates the effectiveness of the law in achieving justice.

P8: locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents.

P9: communicates legal information using well-structured responses.

P10: accounts for differing perspectives and interpretations of legal information and issues.

Preliminary PDHPE Assessment schedule

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Case study Better health for individuals	Sport / skills analysis The body in motion	Final examination	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8/9	
Outcomes assessed	P1, P2, P3, P4 P5, P6, P15, P16	P7, P8, P9, P11, P17	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P17	
Components				
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communication	20	20	20	60
Total %	30	30	40%	100

outcomes

- P1: identifies and examines why individuals give different meanings to health
- P2: explains how a range of health behaviours affect an individual's health
- P3: describes how an individual's health is determined by a range of factors
- P4: evaluates aspects of health over which individuals can exert some control
- P5: describes factors that contribute to effective health promotion
- P6: proposes actions that can improve and maintain an individual's health
- P7: explains how body systems influence the way the body moves
- P8: describes the components of physical fitness and explains how they are monitored
- P9: describes biomechanical factors that influence the efficiency of the body in motion
- P10: plans for participation in physical activity to satisfy a range of individual needs
- P11: assesses and monitors physical fitness levels and physical activity patterns
- P12: demonstrates strategies for the assessment, management and prevention of injuries in first aid settings
- P15: forms opinions about health promoting actions based on a critical examination of relevant information
- P16: uses a range of sources to draw conclusions about health and physical activity concepts
- P17: analyses factors influencing movement and patterns of participation

Note: P13 and P14 belong to options not selected for study

Preliminary SLR Assessment Schedule

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Aquatics Research and Practical Task	Resistance training: Practical scenario management	Yearly Examination	
Timing	Term 4, Week 7	Term 1, Week 9	Term 3, Week 3/4	
Outcomes assessed	1.3, 2.2, 3.1, 3.6	1.3, 2.1, 2.5, 3.2	1.1-1.3, 1.6, 2.2, 2.4, 2.5, 3.2, 3.3, 3.6, 4.1, 4.2, 4.4, 4.5	
Components				
Knowledge and understanding of course content	15	15	20	40
Skills in critical thinking, research, analysing and communication	20	20	10	50
Total %	35	35	30	100

Outcomes

- 1.1: Applies the rules and conventions that relate to participation in a range of physical activities
- 1.2: Explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3: Demonstrates ways to enhance safety in physical activity
- 1.4: Investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5: Critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6: Describes administrative procedures that support successful performance outcomes
- 2.1: Explains the principles of skill development and training
- 2.2: Analyses the fitness requirements of specific activities
- 2.3: Selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4: Describes how societal influences impact on the nature of sport in Australia
- 2.5: Describes the relationship between anatomy, physiology and performance
- 3.1: Selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2: Designs programs that respond to performance needs
- 3.3: Measures and evaluates physical performance capacity
- 3.4: Composes, performs and appraises movement
- 3.5: Analyses personal health practices
- 3.6: Assesses and responds appropriately to emergency care situations
- 3.7: Analyses the impact of professionalism in sport
- 4.1: Plans strategies to achieve performance goals
- 4.2: Demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3: Makes strategic plans to overcome the barriers to personal and community health
- 4.4: Demonstrates competence and confidence in movement contexts
- 4.5: Recognises the skills and abilities required to adopt roles that support health, safety and physical activity

Preliminary Exploring Early Childhood Assessment Schedule

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Pregnancy and Childbirth - Poster	Child Growth and Development - Demonstration	Play and the Developing Child - Toy	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 3	
Outcomes assessed	1.1, 1.4, 2.1, 5.1, 6.1, 6.2	1.3, 1.4, 1.5, 2.4	1.3, 1.4, 2.2, 2.3	
Component				
Knowledge and understanding of course content	25	15	10	50
Skills in critical thinking, research methodology, analysing and communicating	5	15	30	50
Total %	30	30	40	100

Outcomes

- 1.1: Analyses prenatal issues that have an impact on development
- 1.3: Examines the nature of different periods in childhood – infant, toddler, preschool and the early school years
- 1.4: Examines the ways in which family, community and culture influence the growth and development of young children
- 1.5: Examines the implications for growth and development when a child has special needs
- 2.1: Analyses issues relating to the appropriateness of a range of services for different families
- 2.2: Analyses factors that influence the social world of young children
- 2.3: Explains the importance of diversity as a positive issue for children and their families
- 2.4: Analyses the role of a range of environmental factors that have an impact on the lives of young children
- 5.1: Analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1: Demonstrates an understand of decision making process
- 6.2: Critically examines all issues including beliefs and values that may influence interactions with others

Preliminary Food Technology Assessment Schedule

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Food Availability and Selection Report and Practical Preparation	Food Quality Experimentation Design and Practical Preparation	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9-10	
Outcomes assessed	P1.1; P1.2; P4.1; P4.2; P4.3	P2.2; P3.2; P4.1	H4.2; H4.3; H5.1; H6.1	
Component				
Designing and Producing	20		40	60
Innovation and Emerging Technologies		20		40
Total	20	20	40	100

Outcomes

- P1.1:** Identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2:** Accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1:** Explains the role of food nutrients in human nutrition
- P2.2:** Identifies and explains the sensory characteristics and functional properties of food
- P3.1:** Assesses the nutrient value of meals/diets for particular individuals and groups
- P3.2:** Presents ideas in written, graphic and oral form using computer software where appropriate
- P4.1:** Selects appropriate equipment, applies suitable techniques, and utilises safe and hygienic practices when handling food
- P4.2:** Plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.3:** Selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P4.4:** Applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P5.1:** Generates ideas and develops solutions to a range of food situations

Preliminary Industrial Technology -Timber Assessment Schedule

Task number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Industry Case Study	Keepsake box and Portfolio	Yearly Examination	
Timing	Term 1, Week 10	Term 3, Week 5	Term 3, Week 8	
Outcomes assessed	P1.1, P1.2, P5.1, P6.2, P7.1, P7.2	P1.2, P2.1, P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1	P1.1, P1.2, P2.1, P6.1, P7.1	
Components				
Knowledge and understanding of course content	10	0	30	40
Knowledge and skills in the management, communication and production of projects	20	40	0	60
Total %	30	40	30	100

Outcomes

- P1.1: describes the organisation and management of an individual business within the focus area industry
- P1.2: identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies
- P2.1: describes and uses safe working practices and correct workshop equipment maintenance techniques
- P2.2: works effectively in team situations
- P3.1: sketches, produces and interprets drawings in the production of projects
- P3.2: applies research and problem-solving skills
- P3.3: demonstrates appropriate design principles in the production of projects
- P4.1: demonstrates a range of practical skills in the production of projects
- P4.2: demonstrates competency in using relevant equipment, machinery and processes
- P4.3: identifies and explains the properties and characteristics of materials/components through the production of projects
- P5.1: uses communication and information processing skills
- P5.2: uses appropriate documentation techniques related to the management of projects
- P6.1: identifies the characteristics of quality manufactured products
- P6.2: identifies and explains the principles of quality and quality control
- P7.1: identifies the impact of one related industry on the social and physical environment
- P7.2: identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

Preliminary Visual Arts Assessment Schedule

Task Number	Task 1	Task 2	Task 3	Weighting %
Nature Of Task	Case Study	Mini Body Of Work	Yearly Examination	
Timing	Term 1 Week 9, Friday	Term 2 Week 8, Friday	Exam Period	
Outcomes Assessed	P7, P8, P9, P10	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
Components				
Artmaking		50		50
Art Criticism And Art History	25		25	50
Total %	25	50	25	100

Outcomes

P1: explores the conventions of practice in artmaking

P2: explores the roles and relationships between the concepts of artist, artwork, world and audience

P3: identifies the frames as the basis of understanding expressive representation through the making of art

P4: investigates subject matter and forms as representations in artmaking

P5: investigates ways of developing coherence and layers of meaning in the making of art

P6: explores a range of material techniques in ways that support artistic intentions

P7: explores the conventions of practice in art criticism and art history

P8: explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art

P9: identifies the frames as the basis of exploring different orientations to critical and historical investigations of art

P10: explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

Preliminary Visual Design Assessment Schedule

Task Number	Task 1	Task 2	Task 3	WEIGHTING %
Nature of Task	Design Projects Modules Selection of Fields	Design Practice Modules continued	Mandatory Work Health + Safety Research Task	
Timing	Term 4, Week 9 '24	Week 6, Term 2	Week 9, Term 3	
Outcomes	DM1, DM2, DM3, DM4, DM5, DM6	DM1, DM2, DM3, DM4, DM5, DM6	CH1, CH2, CH3, CH4	
Components				
Design Criticism & Historical Understanding	-	-	30	30%
Design Studio	35	35	-	70
Total %	35	35	10	100

Outcomes

DM1: generates a characteristic style that is increasingly self-reflective in their design practice

DM2: explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works

DM3: investigates different points of view in the making of designed works

DM4: generates images and ideas as representations/simulations

DM5: develops different techniques suited to artistic and design intentions in the making of a range of works

DM6: takes into account issues of Work Health and Safety in the making of a range of works

CH1: generates in their critical and historical practice ways to interpret and explain design

CH2: investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations

CH3: distinguishes between different points of view, using the frames in their critical and historical investigations

CH4: explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design



Qualification: SIT20322 Certificate II in Hospitality

School Name: Wellington High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
		Term 2 2024	Term 3 2024	Term 3 2024
Code	Unit of Competency			
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 SIT20322 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”.

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 3 The hospitality industry	Task 4 Beverage making 101	Task 5 Working 9 to 5	HSC TRIAL EXAM
		Term 4 2024	Term 1 2025	Term 3 2025	Term 4 2025
Code	Unit of Competency				
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages		X		
SITHFAB025	Prepare and serve espresso coffee		X		
SITHFAB027	Serve food and beverages		X		
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using **XXX (insert exam(s) and weighting % eg 40% Preliminary 60% HSC Trial.)**

* 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”.