



STRIVE TO DO WELL

Year 11

Assessment Policy

2020

# STAGE 6 ASSESSMENT POLICY- YEAR 11

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### 1 INTRODUCTION

Each school which presents candidates for the Year 11 course in NSW is required to provide an Assessment Mark for each examinable course, and to certify satisfactory completion of the Year 11 outcomes of each course studied.

The purpose of this policy statement is to set out the guiding principles under which stage 6 assessment will proceed at Canowindra High School.

### 2 RATIONALE

The provision of a separate assessment mark from the examination mark in stage 6 has a two-fold purpose. It is intended to provide a measure of a student's attainment which is based on:

- a wider range of syllabus objectives than is measured by the external examination;
- measures and observations obtained throughout the course rather than at a single examination.

Assessment is used to measure satisfactory completion of Year 11 course outcomes and requirements, and the eligibility to proceed to the stage 6-Year 12 course in that subject.

### 3 GENERAL INFORMATION

To be eligible for the award of the Record of Achievement, students are required to:

- maintain a satisfactory record of attendance, conduct and progress at school as evidence of satisfactory course completion;
- undertake and satisfactorily complete courses which comprise the pattern of study required by NESA;
- complete the requirements of each course, including any necessary homework, oral, practical or project work (as set out in each course syllabus and school program);
- make a genuine attempt to complete assessment tasks;
- sit and make a genuine attempt in any examination set as part of the course; and
- complete 12 units of Year 11 course work for the award of a Record of Achievement.

On completion of the Year 11 course, a student will be awarded a Record of Achievement, which will generally be presented on leaving school.

Each candidate will receive a 'school-reported' assessment mark for each Year 11 subject. A "school-reported" assessment mark is calculated by the school and measures a student's performance in assessment tasks in relation to the course outcomes specified for that course.

The purpose of a "school-based" assessment mark is to measure and report student achievement based on a wider range

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of syllabus outcomes than can be measured by the external examination and on measures obtained throughout the course rather than at a single examination at the end of the Year 11 course.

Advantages of “school-based” assessment include:

- it enables assessment of specific skills which are best demonstrated over time (eg practical skills);
- it caters for elements such as fieldwork where assessment can be completed in the field;
- it may increase the accuracy of the final assessment of student achievement by using multiple measures over time;
- students who achieve consistently but do not perform as well under examination pressure are not disadvantaged; and
- additional information is provided to students, employers, and other educational institutions in the community.

#### 4 *DEFINITION OF AN ASSESSMENT TASK*

An assessment task is a piece of work undertaken by a student to measure how well that student has achieved specific course outcomes. It may be an in-class task undertaken at a particular time, or an independent piece of research to be submitted on a due date. Alternately it may be a long term project, for example, Music or Design & Technology etc, where marks are awarded at a number of specific stages of the project.

All tasks (including written components of pre-prepared in-class tasks), must be handed in to the office by 9.00am on the due date. All presentations (eg science presentation or oral presentation in English) must be completed on one nominated day.

##### 4.1 *Quality Assessment Tasks*

- Are integral to the teaching and learning process;
- Focus upon syllabus outcomes;
- Are appropriate for the outcome being assessed;
- Are valid, reliable, equitable and measurable;
- Allow each student to demonstrate his or her level of achievement;
- Are worded to clearly explain to students what they are required to do;
- Communicate to students the assessment criteria/marking scheme;
- Use the language of syllabus outcomes.

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### 5 *NEW SOUTH WALES EDUCATION STANDARDS AUTHORITY (NESA)*

NESA expects students to undertake all set Year 11 assessment tasks.

NESA requires all students to follow an assessment schedule and have an assessment mark submitted for each course entered.

Students who do not comply with NESA's assessment requirements in any course may not be eligible to progress to the Year 12 stage of that course and may not be eligible for the award of a Higher School Certificate.

In the case of extension courses, students who fail to meet the assessment requirements for the common (or 2 units) part of the course will not receive a result in the course.

The 'N' determination process will be applied to students who do not meet course requirements or submit assessment tasks.

### 6 *COMPLETION OF YEAR 11 ASSESSMENT TASKS*

Assessments will commence in Term 1 of Year 11 and usually continue through until end of Term 3 of Year 11. (Refer to individual Year 11 HSC assessment schedules for each course.)

### 7 *ASSESSMENT RECORDS*

Assessment markbooks will be completed online by the class teacher using the assessment schedule for that subject. The teacher is responsible for marking each assessment task and keeping a record of assessments on ESR Markbook, which is saved centrally.

One copy of the task marks and final assessment marks will be retained by the class teacher and another will be maintained by Head Teachers. Schools are accountable for the accuracy of recorded marks.

### 8 *COMMUNICATION*

Each teacher will provide students with written notification of each specific Assessment task, including "Assessment Task Cover Sheet" (Appendix A) at least two weeks before due date. This will include:

- the outcomes to be assessed;
- due date and Assessment weighting;
- the nature and content of the task;
- assessment criteria/marking guidelines to be used; and

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- the procedures students should follow when submitting the task.

All students must sign and date the "Assessment Notification-Student Receipt" (Appendix B) to acknowledge they have been given the Assessment Task Cover Sheet (Assessment A).

Teachers must ensure all students have signed and dated this form, with copies to be kept with teachers and Head Teachers.

Students will sign and date when their cover sheet is returned to them and will also receive meaningful feedback within two weeks of the date the task was submitted.

## 9 FLEXIBILITY AND FAIRNESS

This school will develop methods of assessment which are fair to all students and sufficiently flexible to cater for the needs of atypical students. ***The final assessment mark cannot be modified to take into account possible effects of illness or misadventure. Consideration of the effect of illness or misadventure can only be given at the time individual Assessment tasks are completed.*** Student appeals for illness or misadventure should be submitted within two days of returning to school for special consideration by the Assessment Committee (Assessment C). The Assessment Committee will provide feedback to the student, class teacher and Head Teacher.

## 10 RELIABILITY

Assessment tasks will be designed so as to discriminate between students as far as possible consistent with coverage, validity, accuracy, accountability and fairness, as described above. Refer to HSC: All My Own Work: <http://amow.boardofstudies.nsw.edu.au>

## 11 REPORTING TO STUDENTS AND PARENTS

Students will be given at least 2 weeks warning of the timing of all Assessment Tasks and of the relative value of each task. These details will be set out using the Assessment Task Cover Sheet (Appendix A). They will be informed of their mark and cumulative assessment rank as it is completed. Students will be informed of their cumulative ranking on completed Assessment Tasks for each subject at the end of the course. For this purpose, a cumulative Assessment ranking will also be included with the Semester 1 and Semester 2 reports. It is important for students to realise that:

- Cumulative rankings may be influenced by student transfers into or from the course group;
- Year 11 course assessment is outcomes based
- Semester 1 and 2 reports will describe student achievement of Year 11 course outcomes using performance scales; and
- Student performance will be interpreted against the course outcome standards as well as the assessment ranking.



#### 12 APPEAL PROCEDURES

If a student or parent is concerned about an assessment mark or rank received, this concern should initially be discussed with the class teacher or Head Teacher. If this does not resolve the concern, then the matter should be referred to the Assessment Committee **within two school days of the assessment being returned to the student**. Requests for reviews should be submitted to the Assessment Committee on a Special Consideration Form available from school (Appendix C) or from the school website.

If the rank order (or position in group) assigned by the school in the order-of-merit differs significantly from a student's expectations, the student may seek a review in that course.

The review of a student's rank will involve an administrative check only and will not question a teachers' professional judgement in any way. The purpose of the review is to establish that:

- the weightings, used by the school, were those specified by NESA;
- the marks awarded were consistent with the school's assessment policy; and
- a computational or clerical error has not occurred.

A student who is dissatisfied with the school's review procedures may appeal to NESA.

The student will be notified of the result of the review in writing. The school will also provide NESA a schedule of students whose Assessments have been reviewed and the outcomes of these reviews.

#### 13 TREATMENT OF ATYPICAL STUDENTS

In some situations, no specific guidelines have been issued by NESA for treatment of students who do not fit the usual assessment pattern established by the school. In these cases, the school will adopt the following procedures:

##### 13.1 Special provisions for Students with Disabilities

Wherever possible, normal assessment tasks should be completed. Special provisions consistent with policy used by NESA will be applied.

##### 13.2 Transfers

Students who transfer to Canowindra High School before the period of formal assessment commences will be assessed with all other candidates. Those who arrive after this date but before the final date of HSC entry will receive a final assessment based on those tasks which are completed since arrival at Canowindra High School. Any assessment information received from the student's former school may be used for assessment purposes but there is no obligation to do so.



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#### 13.3 Absentees from Assessment Tasks

Where a student is absent from an in-class assessment task, the student **must complete an “Application for Special Consideration” prior to the due date** (Appendix C). If the Assessment Committee considers the student to have a valid reason (eg illness - medical certificate required or approved leave) then a mark may be awarded based on the existing or a substitute task. In exceptional circumstances (eg where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate), the Assessment Committee may authorise an estimate based on other appropriate evidence. This will be done by the Class Teacher in consultation with the Head Teacher and the Assessment Coordinator. In all other cases where a candidate fails to do an assessment task, a “Zero” mark will be recorded for that task but the task should still be completed by the student to meet “satisfactory course completion” requirements.

#### 13.4 Accelerants

Accelerants should complete all Assessment tasks, or the equivalent, that are undertaken by other students completing the usual Year 11 program. However, there may need to be flexibility in the order and timing of assessment tasks. Programs of work may need to be specifically tailored to the accelerant’s needs.

#### 13.5 Accumulants

In the case of an accumulant who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted without the special permission of NESA. If NESA approval is given, the student must add substantially to the major work or project in the repeat year.

### 14 FORMAL SUBMISSION OF WORK

#### 14.1 Submission of Work

**All** assessment tasks excluding in-class tests/presentations should normally be submitted to the front office in a **sealed envelope/sleeve with the completed Assessment Task Cover Sheet in clear view by 9am on the due date**. Work submitted electronically **MUST** be accompanied by a hard copy or viewed by the teacher prior to submission, **that is work should not be submitted solely on a USB**. Assignments will be date stamped, and students will receive a receipt for their work. In the case of assessment tasks involving large items of work (e.g. Design & Technology) the receiving teacher will provide a receipt.

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#### 14.2 *Late Submission of Work*

Where a task is submitted late, the task will be marked as normal, but a mark of 'Zero' will then be applied. However the assessment task must still be submitted. Work will be counted as being late and penalties applied if it is received after 9am on the due date without a valid reason acceptable to the Assessment Committee. There is provision for a student appeal against 'Zero' penalty within two school days of the date of return of task (see Appendix E).

#### 14.3 *Student Responsibilities*

Students should carefully check their marked work when it is returned by the class teacher. Following this the teacher and student will sign the cover sheet to verify the integrity of the mark. The student must not sign the cover sheet unless they are fully satisfied the marks are correct.

#### 14.4 *Teacher Responsibilities*

The teacher is responsible for marking submitted Assessment Tasks consistent with standards set by the NESA and for returning the marked work to students within a two week time frame. The teacher is also responsible for providing students with constructive feedback on achievement of the syllabus outcomes being assessed in that task.

The teacher is responsible for organising two additional copies of the cover sheet and returning the original to the student. This will ensure that the student, Classroom Teacher and Head Teacher will have a record of the marks.

#### 14.5 *Unsatisfactory Completion of Assessment Tasks*

In order to have studied a NESA course satisfactorily NESA expects each candidate to complete all Assessment Tasks set in the Assessment Schedule for each course entered.

It should be noted that in cases where a task is not completed and where the Assessment Committee is not prepared to accept the reason given for not submitting a task, the task will be awarded a 'Zero' mark and noted as a non-attempt.

Where a student is awarded zero marks due to failure to complete in excess of 50% of assessment tasks, the Principal will certify that the course has not been satisfactorily completed. The 'N' Award process is adhered to and the Year 11 Record of Achievement will not report those courses in which assessment requirements have not been met.

#### 14.6 *Requests for an Extension*

Requests for an extension of time to submit or complete an Assessment Task should be made in writing and supported by a doctor's certificate (if applicable) (Appendix C). Such requests will be considered by the Assessment Committee and

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where applicable in consultation with the class teacher.

Requests for an extension of time to submit or complete an Assessment Task (Special Consideration - Appendix C) for reasons other than medical should be made in writing and signed by parents/guardians, where applicable. Such request will be considered by the Assessment Committee panel in consultation with the class teacher.

Requests for extension of time **must** be made prior to the task.

#### *14.7 Dishonesty, Malpractice and Breach of Examination and Assessment Rules*

It is expected that all work submitted by a student as part of an Assessment will be a result of their own honest effort and will not be as a result of malpractice or breach of the school's and NESA Examination and Assessment Rules.

Where it is alleged that a student has been dishonest and has breached the rules a report will be written by the supervising teacher for review by the Assessment Committee. The student will also be invited to submit a written report (voluntary) and may be called to meet with the Assessment Committee to discuss the allegation of malpractice.

In cases where a student has been proven to have been dishonest, a penalty will be imposed by the Assessment Committee ranging from a percentage reduction in marks to 'Zero' mark and a recording of non-completion of that Assessment Task.

#### *14.8 Illness/Misadventure*

Where a student's performance in an Assessment Task is affected by a valid illness/misadventure preventing presentation of part or all of the task, the student should complete "Special Consideration" (Appendix C). In general a valid misadventure is a situation that is unpredictable and out of the control of the student.

An appeal for consideration of misadventure should be submitted to the Assessment Committee within two days of returning to school. If the appeal is upheld by the Committee the student may be awarded a mark based on the original task, a substitute task or in exceptional circumstances an estimate based on other evidence.

***Students should note that loss of work through computer or electronic malfunction does not constitute a valid misadventure. Students who submit work electronically are required to submit a hard copy as well.*** Students should use standard back-up procedures.

#### *14.9 Use of Assignments in More than One Course*

It is not possible to submit the same assignment for more than one course. Common material and resources may be used to develop assignments for more than one course. Since the course outcomes are different in each subject, the assignments set in different courses are expected to be substantially different. Breach of this rule will be deemed as malpractice (see 14.7 above).

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#### 14.10 Mobile Phones in Examinations

Mobile phones or other electronic communication devices must not be taken into examination rooms, including any in-class tests or assessment tasks. Students found to be using their devices will be penalised for all or part mark. A student in possession of a device that disrupts the examination room will be dealt with in accordance with the Canowindra High School Use of Mobile Phones Policy.

#### 15 TIMING OF ASSESSMENT TASKS

Assessment for Year 11 courses will generally finish by the end of Term 3, Year 11.

Two school weeks' notice must be given for an assessment task to be due (Appendix A). Dates, once set, will not be changed unless circumstances are exceptional. If date changes are necessitated, two (2) weeks' notice will be given. Any and all changes must be negotiated with the Assessment Committee and new cover sheets must be issued.

#### 16 RIGHTS AND RESPONSIBILITIES OF STUDENTS AND PARENTS

This school recognises the right of students and parents to have:

- Access to both general Assessment information and to specific information regarding progress in a course of study, including progressive and final Rank Order (or position in course).
- Knowledge of procedures for 'N' Determination Warnings, Appeals and Assessment Review.

Students and parents are invited to contact the Deputy Principal if they have a concern regarding assessment. The various Parent/Teacher meetings for senior students may also provide an opportunity to seek such information.

##### 16.1 General Student Responsibilities

- Students are expected to attend the school's Stage 6- Year 11 Information meeting, to keep a copy of the Year 11 Assessment Policy Booklet and to be familiar with Year 11 HSC Assessment Policy and procedures. Lack of familiarity with Assessment Policy will not be accepted as grounds for appeal in cases of penalty due to breach of policy.
- If a student knows in advance that he/she will be absent from school for any reason it is their responsibility to find out from teachers any tasks due to be set during the period of absence. (This includes absence from class due to participation in sporting visits, excursions, work placement or other school programs.)
- If a student is unexpectedly absent, it is their responsibility, on the first day back at school to check with their teachers to determine if any assessments, including tasks were set during their absence.
- Students must present their own work in each task and make a genuine and honest attempt.

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- Students should present assessment tasks by 9am on the due date OR follow the procedures for Application for Special Consideration (Appendix C) **prior** to the due date.
- Students should complete all preparatory, draft or practice tasks. Failure to do so could adversely affect performance in examinations and in assessment tasks. This, in turn, may affect final assessment rank order.
- Students should comply with the teacher's instructions during an assessment task. Students who do not comply or who are dishonest in any way may receive either a 'Zero' mark or non-attempt for the assessment task.
- Students should not absent themselves from normal school lessons on or before an assessment task due date in order to complete the task. Unexplained absence may lead to a penalty for malpractice/breach of examination and assessment rules.

A student under school suspension has the responsibility to arrange for the collection of cover sheets for assessment tasks set during that period. All tasks must still be submitted on time. Suitable arrangements should be made with the class teacher for the completion of in-class tasks which are scheduled during their suspension. Suspensions should not be regarded by students as a reason for seeking the deferment of assessment tasks.

### 16.2 Homework and Assignments

Homework and assignments are set during the course to consolidate learning and to practise skills. Although these tasks may not be formal assessment tasks they are important to effective learning. Failure to complete set tasks may constitute unsatisfactory progress and non-completion of course requirements.

### 16.3 Attendance

Students whose attendance is called into question will be required to prove to the Principal's satisfaction that they are meeting the course criteria. Attendance is constantly monitored on the school's computer system. Students are responsible for catching up on missed work and completing assessments. Students are also able to apply for 'Special Consideration' supported by a doctor's certificate. (Appendix C).

## 17 SCHOOL AND TEACHER RESPONSIBILITIES

The welfare and equitable achievement of students has been the prime concern in establishing an assessment policy for Canowindra High School. The school and its staff will undertake to ensure that:

- staff, students and parents are briefed annually on this policy (at the commencement of Year 11 courses);
- students are given at least 2 weeks notice in writing of assessment tasks and their relative weighting. A teacher may apply for a change to an assessment task by completing Appendix C. The Assessment Committee will consult and recommend fair changes. New Assessment Task Cover Sheets will be issued when changes to tasks or date due become necessary;
- Assessment tasks will not consume excessive time. A page limit or word limit will be given for all written tasks;

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- Assessment tasks are coordinated through a grid to avoid excessive demands on students;
- Assessment tasks are planned so that they do not interfere with student preparation for formal examinations;
- The Assessment Coordinator will coordinate assessment task schedules;
- Documentation of appeals are maintained on file at the school, with the Assessment Committee and in each students file;
- 'N' Determination Warning letters are lodged with the office for processing and are mailed through the office delegate to generate a record in the postage book.

### *18 ASSESSMENT COMMITTEE*

The Assessment Committee consists of:

- The Year Adviser
- Principal or Deputy Principal
- Assessment Coordinator

The Assessment Committee's responsibility is to ensure that the above policy is implemented as fairly and consistently as possible. From time to time exceptional circumstances may arise which are not wholly covered by the preceding documentation. In these cases, careful consideration will be given by the Principal and Assessment Committee to all the relevant material and a decision will be reached that is equitable and fair to all concerned and is consistent with the spirit of the NESA Year 11 HSC Assessment Guidelines.

They are also responsible for:

- ensuring the Year 11 Assessment Policy Booklet is current;
- assessment tasks are spread across the year for all courses;
- reviewing all requests (extensions, appeals, modifications of tasks) and providing feedback to the student, teacher and Head Teacher;
- keeping documentary evidence on all extensions, appeals, modifications of tasks and N-Award Warning letters.

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WK	TERM 1 2020	TERM 2 2020	TERM 3 2020
1		Legal Studies (1)	Legal Studies (2) Visual Arts (2)
2		Agriculture (1) IT-Metal (1)	Agriculture (2) IT-Metal (2)
3			Hospitality - Work Placement
4		Non-assessable exam week	Chemistry (2)
5			Biology (2)
6		Biology (1) Sport, Lifestyle and Recreation (2)	English Studies (3)
7	Ancient History (1) Mathematics Advanced (1)	English, Advanced (2) English, Standard (2) English Studies (2) PDHPE (2)	
8	English, Advanced (1) English, Standard (1) English, Studies (1) Sport, Lifestyle and Recreation (1)	Business Studies (2) Chemistry (1) Investigating Science (2)	
9	PDHPE (1)	Ancient History (2)	Agriculture (3) Ancient History (3) Biology (3) Business Studies (3) Chemistry (3) English, Advanced (3) English, Standard (3) Investigating Science (3) IT-Metal (3) Legal Studies (3) Mathematics Advanced (3) Mathematics Standard (3) PDHPE (3) Sport, Lifestyle and Recreation (3) Visual Arts (3)
10	Mathematics Standard (1) Visual Arts (1)	Mathematics Advanced (2) Mathematics Standard (2)	
11	Business Studies (1) Investigating Science (1)		

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20 *INDIVIDUAL SUBJECT YEAR 11 HSC ASSESSMENT SCHEDULES 2020:*



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## Agriculture Year 11 2020

Task number	Task 1	Task 2	Task 3	
Assessment Title	Farm Case Study	Plant Production Report	Year 11 Examination	
Notification Date	T1 W10	T2 W9	T3 W6	
Due Date	T2 W2	T3 W2	T3 W9	
Outcomes assessed	P1.1, 1.2, 2.3,3.1	P2.1, 3.1, 4.1, 5.1	P1.2, 2.1, 2.2, 2.3	
Components	Weighting			
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%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

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### Ancient History Year 11 2020

Task number	Task 1	Task 2	Task 3	
Assessment Title	Source analysis	Historical investigation	Year 11 Examination	
Notification Date	T1 W5	T2 W7	T3 W7	
Due Date	T1 W7	T2 W9	T3 W9	
Outcomes assessed	AH11-2 - 7, 9, 10	AH11-2, 3, 5, 6, 8, 9,10	AH11-1 - 7, 9,10	
Components	Weighting			
Knowledge and understanding of course content	20%		20%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	10%	20%
Historical inquiry and research		15%	5%	20%
Communication of historical understanding in appropriate forms	5%	10%	5%	20%
<b>Total</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100%</b>

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### Biology Year 11 2020

Task number	Task 1	Task 2	Task 3	
Assessment Title	First Hand Investigation & Report Book	Depth Study Presentation	Year 11 Examination	
Notification Date	T1 W4	T2 W8	T3 W6	
Due Date	T2 W6	T3 W5	T3 W9	
Outcomes assessed	BIO11-1, 2, 3, 7, 9	BIO11-1, 3, 4, 5, 6, 7, 10, 11	BIO11- 4 - 11	
Components	Weighting			
Working Scientifically	25%	30%	5%	60%
Knowledge & Understanding	5%	5%	30%	40%
Total	30%	35%	35%	100%

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## Business Studies Year 11 2020

Task number	Task 1	Task 2	Task 3	
Assessment Title	Media File & Report	SME Business Report	Year 11 Examination	
Notification Date	T1 W9	T2 W3	T3 W7	
Due Date	T1 W11	T2 W8	T3 W9	
Outcomes assessed	P2, P7, P9	P1, P3 - P10	P1 - 10	
Components	Weighting			
Knowledge and understanding of course content	5%	15%	20%	40%
Stimulus-based skills	20%			20%
Inquiry and research		20%		20%
Communication of business information, ideas and issues in appropriate forms	5%	5%	10%	20%
<b>Total</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>	<b>100%</b>

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### Chemistry Year 11 2020

Task number	Task 1	Task 2	Task 3	
Assessment Title	Skills Task	Depth Study	Year 11 Examination	
Notification Date	T2 W5	T3 W1	T3 W6	
Due Date	T2 W8	T3 W4	T3 W9	
Outcomes assessed	CH11-3,4, 5, 6,7, 8 and/or 9	CH11-1, 2, 3, 4,5, 6, 7, 10, 11	ALL	
Components	Weighting			
Knowledge and Understanding	5%	10%	25%	40%
Skills in Working Scientifically	25%	30%	5%	60%
Total	30%	40%	30%	100%

## YEAR 11 HSC ASSESSMENT POLICY

STRIVE TO DO WELL

### English Advanced Year 11 2020



Task number	Task 1	Task 2	Task 3	
Assessment Title	Writing task Common Module	Multimodal presentation Module A	Year 11 Examination	
Notification Date	T1 W6	T2 W5	T3 W7	
Due Date	T1 W8	T2 W7	T3 W9	
Outcomes assessed	EN11-3, 5, 9	EN11-1, 2, 3, 5, 7	EN11-1, 3, 5, 6, 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%
Total	30%	30%	40%	100%

## YEAR 11 HSC ASSESSMENT POLICY

STRIVE TO DO WELL



### English Standard Year 11 2020

Task number	Task 1	Task 2	Task 3	
Assessment Title	Writing task Common Module	Multimodal presentation Module A	Year 11 Examination	
Notification Date	T1 W6	T2 W5	T3 W7	
Due Date	T1 W8	T2 W7	T3 W9	
Outcomes assessed	EN11-3, 5, 9	EN11-1, 2, 3, 5, 7	EN1-1, 3, 5, 6, 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%
Total	30%	30%	40%	100%

## YEAR 11 HSC ASSESSMENT POLICY

STRIVE TO DO WELL



### English Studies Year 11 2020

Task number	Task 1	Task 2	Task 3	
Assessment Title	Writing Task	Elective 2 Multimodal task	Portfolio of classwork	
Notification Date	T1 W6	T2 W5	T3 W4	
Due Date	T1 W8	T2 W7	T3 W6	
Outcomes assessed	ES 11-1, 2, 3, 4	ES 11-5, 6, 7	ES 11-8, 9, 10	
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%
Total	30%	30%	40%	100%



## YEAR 11 HSC ASSESSMENT POLICY

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### Industrial Technology - Metal Year 11 2020

Task number	Task 1	Task 2	Task 3	
Assessment Title	Industry Case Study	Preliminary Project	Year 11 Examination	
Notification Date	T1 W10	T2 W10	T3 W7	
Due Date	T2 W2	T3 W2	T3 W9	
Outcomes assessed	P1.1, 1.2, 5.1, 7.1, 7.2	P2.1, 3.1, 3.3, 4.1, 4.2,	P1.1, 1.2, 2.1, 3.1, 4.3, 6.1, 6.2 7.1, 7.2	
Components	Weighting			
Knowledge and understanding of course content.	10%	10%	20%	<b>40%</b>
Knowledge and skills in the management, communication and production of projects.	10%	30%	20%	<b>60%</b>
<b>Total</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>100%</b>

# YEAR 11 HSC ASSESSMENT POLICY

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## Investigating Science Year 11 2020

Task number	Task 1	Task 2	Task 3	
Assessment Title	Depth Study Presentation	Depth Study First Hand Investigation & Report	Year 11 Examination	
Notification Date	T1 W3	T1 W8	T3 W6	
Due Date	T1 W11	T2 W8	T3 W9	
Outcomes assessed	INS11-1,4 - 9	INS11-1 - 9	INS11-4 - 11	
Components	Weighting			
Working Scientifically	20%	20%	20%	60%
Knowledge & Understanding	10%	20%	10%	40%
Total	30%	40%	30%	100%

## YEAR 11 HSC ASSESSMENT POLICY

STRIVE TO DO WELL



### Legal Studies Year 11 2020

Task number	Task 1	Task 2	Task 3	
Assessment Title	Portfolio and Report	Oral Presentation and Extended Response	Year 11 Examination	
Notification Date	T1 W8	T2 W8	T3 W7	
Due Date	T2 W1	T3 W1	T3 W9	
Outcomes assessed	P1, P2, P3, P4, P5, P6, P8, P9	P1 - 10	P1, P2, P3, P4, P5, P6, P7, P10	
Components	Weighting			
Knowledge and Understanding	10%	10%	20%	40%
Analysis and Evaluation		10%	10%	20%
Inquiry and Research	10%	10%		20%
Communication	10%	10%		20%
Total	30%	40%	30%	100%

## YEAR 11 HSC ASSESSMENT POLICY

STRIVE TO DO WELL



### Mathematics Advanced Year 11 2020

Task number	Task 1	Task 2	Task 3	
Assessment Title	Open Book Test	Investigation – Assignment	Year 11 Examination	
Notification Date	T1 W5	T2 W8	T3 W3	
Due Date	T1 W7	T2 W10	T3 W9	
Outcomes assessed	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-2 MA11-3, MA11-4, MA11-6, MA11-8 MA11-9	All outcomes	
Components	Weighting			
Understanding, Fluency and Communicating	15%	10%	25%	50%
Problem Solving, Reasoning and Justification	15%	20%	15%	50%
Total	30%	30%	40%	100%

# YEAR 11 HSC ASSESSMENT POLICY

STRIVE TO DO WELL



## Mathematics Standard Year 11 2020

Task number	Task 1	Task 2	Task 3	
Assessment Title	Assessment/Investigation	In-class open book test	Year 11 Examination	
Notification Date	T1 W8	T2 W7	T3 W7	
Due Date	T1 W10	T2 W10	T3 W9	
Outcomes assessed	MS11-1 – 6, 9 - 10	MS11-1 – 8 - 10	MS1-1 - 10	
Components	Weighting			
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total	30%	30%	40%	100%

## YEAR 11 HSC ASSESSMENT POLICY

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### PDHPE Year 11 2020

Task number	Task 1	Task 2	Task 3	
Assessment Title	Health Report	The Body in Motion	Year 11 Examination	
Notification Date	T1 W7	T2 W5	T3 W7	
Due Date	T1 W9	T2 W7	T3 W9	
Outcomes assessed	P2 - 6	P7 – 10, 16, 17	P1 - 17	
Components	Weighting			
Knowledge and Understanding	10%	10%	15%	35%
Skills Application	10%	10%	10%	30%
Critical Thinking	10%	10%	15%	35%
Total	30%	30%	40%	100%

## YEAR 11 HSC ASSESSMENT POLICY

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### Sport, Lifestyle and Recreation Year 11 2020

Task number	Task 1	Task 2	Task 3	
Assessment Title	Sports Administration	Games and Sport Application 1	End of course exam	
Notification Date	T1 W6	T2 W4	T3 W7	
Due Date	T1 W8	T2 W6	T3 W9	
Outcomes assessed	1.1, 1.3, 1.6, 4.2, 4.5	2.1, 3.1, 3.2, 4.1, 4.4	1.1, 1.3, 1.6, 2.1, 2.2, 3.2	
Components	Weighting %			
Knowledge	10%	15%	25%	50%
Skills	10%	15%	25%	50%
Total	20%	30%	50%	100%

## YEAR 11 HSC ASSESSMENT POLICY

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### Visual Arts Year 11 2020

Task number	Task 1	Task 2	Task 3	
Assessment Title	Body of Work Visual diary Short answer response	Body of Work Visual diary Short answer response	Year 11 Examination Art Criticism and Art History Written Examination	
Notification Date	T1 W8	T2 W8	T3 W7	
Due Date	T1 W10	T3 W1	T3 W9	
Outcomes assessed	P1 - 10	P1 - 4, 7, 10	P6 - 10	
Components	Weighting			
Artmaking	20%	30%		50%
Art Criticism and Art History	10%	10%	30%	50%
Total	30%	40%	30%	100%





## Vocational Education and Training (VET)

### Assessment Advice for HSC VET Courses

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is satisfactory or Not Yet Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses. Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

**The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

**Recognition of Prior Learning (RPL)** is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

**Credit Transfer** will be given for units of competency previously achieved with another RTO.

**Work placement is a mandatory HSC component in some courses** and must be completed during the course. **(Refer to the specific course assessment summary for more detailed information).**

Note

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an 'N' determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still



receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.

- the scheduled date for work placement is shown in the course assessment summary.

**HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).**

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.



### Year 11 Hospitality 2020 Assessment Summary for Year 11 SIT20416 Certificate II in Kitchen Operations

Requirements for HSC purposes	Dates
Work Placement (Mandatory) - 35 hours in total	3 <sup>rd</sup> – 7 <sup>th</sup> August 2020, Term 3 Week 3

Assessment Plan		Evidence gathering techniques						
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test	Third party report	Self-assessment	HSC examinable
Cluster: Getting along								
BSBWOR203	Work effectively with others	✓			✓			YES
Cluster: Safe and sustainable work practices								
SITXWHS001	Participate in safe work practices	✓		✓	✓			YES
BSBSUS201	Participate in environmentally sustainable work practices							
Cluster: Safe and hygienic food preparation								
SITXFSA001	Use hygienic practices for food safety	✓	✓		✓			YES
SITHCCC001	Use food preparation equipment							
SITXFSA002	Participate in safe food handling practices							
SITINV002	Maintain the quality of perishable items							
Cluster: Producing menu items								
SITHCCC005	Prepare dishes using basic methods of cookery	✓	✓	✓	✓	✓		YES
Cluster: Cleaning the kitchen								
SITHKOP001	Clean kitchen premises and equipment	✓			✓	✓		YES
Cluster: Use cookery skills effectively								
SITHCCC011	Use cookery skills effectively (holistic)	✓	✓			✓	✓	

Depending on the achievement of units of competency; the possible AQF qualification outcome is SIT20416 Certificate II in Kitchen Operations or a Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations



#### 21 APPENDIX FORMS

*Appendix A- Assessment Task Cover Sheet*

*Appendix B - Assessment Notification- Student Receipt*

*Appendix C - Special Consideration*

*Appendix F - 'N' Determination- Official 'Warning' Letter*

*Appendix G –Glossary of Key Terms*

*These forms are all available from the front office or Assessment Coordinator.*

# YEAR 11 HSC ASSESSMENT POLICY

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## *COPY of Appendix A- Assessment Task Cover Sheet*

*Subject:*

*Year:*

*Teacher:*

Assessment Task Number (as per Assessment Policy booklet):

Assessment Task Title:

Assessment Weighting: %

Date Distributed: Date Due:

All stage 6 HSC Assessment Tasks, other than in-class tasks, must be handed in at office by 9.00am on the due date.  
(Zero marks if submitted late)

All stage 5 Assessment Tasks must be handed to your class teacher by close of business on the due date. (1-3 days late - less 20% for each day, 3+ days late – zero marks)

Outcomes to be assessed:

Comments by Teacher:

Assessment Criteria/Marking Scheme:

-----

Student's Name:

Date returned to Student:

Student's Signature:

Teacher's Signature:

Cumulative Assessment Rank:

Mark Scored

## YEAR 11 HSC ASSESSMENT POLICY

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*COPY of Appendix B- Assessment Notification – Student Receipt*

Year:		Task no:	
Course:		Task title:	
Notification Date:		Due date:	

No:	Student name:	Date task received:	Student Signature:
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

Copy to be kept with Classroom Teacher and Head Teacher.



*COPY of Appendix C– Application for Special Consideration*

### Special consideration (Extension, Illness/Misadventure, Appeal)

[www.canowindra-h.schools.nsw.edu.au](http://www.canowindra-h.schools.nsw.edu.au)



Name:  Year:  Date:

Subject:  Teacher:

Assessment Task Number (as per Assessment Policy booklet):

Assessment Task Title:

*I wish to apply for an (please circle) Extension, consideration for Illness/Misadventure or Appeal a result, based on consideration of the following factors which may affect my performance in this Assessment Task. (Documentary evidence must be provided, except in exceptional circumstances.)*

*In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.*

STUDENT SIGNATURE:  PARENT/GUARDIAN SIGNATURE:

Recommendation of Teacher/Head Teacher:

SIGNATURE OF TEACHER/HEAD TEACHER:

#### Recommendation of Assessment Committee:

**SPECIAL CONSIDERATION:** Upheld:  Denied:

Subject/course:  Assessment Task Number:

Assessment Task Title:

PRINCIPAL/DP:

YEAR ADVISER:

ASSESSMENT COORDINATOR:

DATE:

# YEAR 11 HSC ASSESSMENT POLICY

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## *COPY of Appendix F – 'N' Determination – Official 'Warning' Letter*

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

**Re: OFFICIAL WARNING - Non-completion of a Higher School Certificate Course**

I am writing to advise that your son/daughter \_\_\_\_\_ is in danger of not meeting the Course Completion Criteria for the Higher School Certificate course \_\_\_\_\_.

NESA requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **(1<sup>st</sup>/2<sup>nd</sup>/3<sup>rd</sup>) official warning** we have issued concerning \_\_\_\_\_.

A minimum of two course-specific warnings must be issued prior to a final 'N' (non-completion of course) determination being made for a course.

### **Course Completion Criteria**

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

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

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' determination. An 'N' determination will mean that the course will not be listed on the student's Record of Achievement and may affect the student's eligibility for the Higher School Certificate. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be completed.

To date \_\_\_\_\_ has not satisfactorily met **(a), (b), or (c)** of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for \_\_\_\_\_ to satisfy Course Completion Criteria, the task(s), requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with \_\_\_\_\_ and contact the school if further information or clarification is needed.

Yours sincerely

\_\_\_\_\_  
Class Teacher

\_\_\_\_\_  
Head Teacher

\_\_\_\_\_  
Principal



# YEAR 11 HSC ASSESSMENT POLICY

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To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by \_\_\_\_\_:

Task Name(s) / Course Requirement(s) / Course Outcome(s)	Percentage Weighting (if applicable)	Original due date (if applicable)	Action required by student	Revised date to be completed by (if applicable)

-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----✂-----

**Please detach this section and return to the school**

**Requirements for the satisfactory completion of a Higher School Certificate \_\_\_\_\_ course**

- I have received the letter dated \_\_\_\_\_ indicating that \_\_\_\_\_ is in danger of not having satisfactorily completed \_\_\_\_\_.
- I am aware that this course may appear on his Higher School Certificate Record of Achievement with 'Not Completed' indicated.
- I am also aware that the 'N' determination may make him ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: \_\_\_\_\_

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

Student's signature: \_\_\_\_\_

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







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**Date printed: FEBRUARY 2020**