



Year 11 Assessment Policy

2019

Yanco Agricultural High School

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Stage 6 Course Assessment Policy

Students need to optimise their learning by maximising their class attendance and ensuring that they have a diligent work ethic both in and out of the classroom.

“Students studying Preliminary and HSC courses must apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, regardless of whether or not these tasks contribute to the final assessment mark.”¹

NESA (New South Wales Education Standards Authority)² is responsible for all aspects of the organisation and administration of Preliminary and HSC certification and accreditation.

The Purpose of School Assessment

The purpose of school assessment in reporting for the Higher School Certificate is to provide a summative measure of a student’s achievement based on:

- A wider range of syllabus outcomes than may be measured by formal examinations or the external examination, although it must cover all objectives measured by the examination in the HSC course.
- Multiple measures and observations made throughout the Higher School Certificate course rather than a single, final examination.
- The final assessment in a course will measure a student’s achievement relative to other students’ achievement.
- The assessment submitted by a school will reflect the knowledge and skills objectives of the course and related outcomes. Values and attitudes are not assessed.

Schedule of Tasks

This appears as a table presenting all four terms of HSC study. The Higher School Certificate assessment procedures will commence no earlier than the beginning of Term 4, Year 11 and conclude no later than the end of Week 7 of Term 3. This assessment overview for individual subjects will include:

- The components and their weightings for each course as specified in the assessment requirements issued by NESA;
- The nature of each assessment task (e.g. assignment, essay, test, portfolio);
- An indication of when the various assessment tasks will take place;
- The weighting of each task in relation to the total assessment;
- The outcomes to be assessed in each task.

While every attempt has been made to make the scheduling and nature of tasks as detailed as possible, students should note that the teaching program in each of the courses is flexible and minor changes may need to be made to the scheduling.

No assessment tasks can be scheduled in the week before the formal examination periods commence.

¹ (NSW Education Standards Authority (NESA): HSC Assessment: A Guide to Developing Procedures in Schools p17)

² Known as NESA for the remainder of this document

Students will be notified, in writing, of any alterations to the scheduling or nature of assessment tasks, or of any other changes to assessment procedures or policy.

VET Subjects

Assessment in VET subjects is based on your demonstrated competency. Assessment is continual and ongoing, and does not have specific assigned dates. All tasks you attempt may be used to assess your competency.

The purpose of assessment in this context is to judge competence based on performance. A student's performance is judged as being either competent or not yet competent against a prescribed standard. The judgement is made based on evidence which can be in a variety of forms.

This will mean that for VET courses normal assessment procedures will not always apply. There will be no assessment schedule with weightings given at the beginning of the course.

Whilst assessment is ongoing, two weeks written notice will be given for major assessment tasks. Examinations in these subjects will be at the discretion of the relevant teacher.

VET Frameworks Courses (Category B)

These courses have an optional HSC examination in Year 12. If the examination is undertaken it can be counted towards the Australian Tertiary Admissions Rank (ATAR). Schools are not required to submit school-based assessment marks for these courses. They are, however, required to provide an estimated examination mark for all students entered for the optional examination. This mark should be an estimate of likely performance in the HSC examination and should reflect each student's achievement on a task or tasks similar in nature to the HSC examinations, such as a Trial HSC Examination. It must be submitted at the same time as the school assessment marks for other HSC courses, but will only be used in the case of a successful illness/misadventure appeal. All VET Courses will have a Trial HSC Examination.

Satisfactory Completion of a Stage 6 Course

Student Responsibility	School Responsibility
<p>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:</p> <ul style="list-style-type: none"> a) Followed the course developed or endorsed by NESAs; and b) Applied themselves with <u>diligence</u> and <u>sustained effort</u> to the set tasks and experiences provided in the course by the school; and c) Achieved some or all of the course outcomes; and d) Completed all assessment tasks. For courses where school assessment marks are submitted, students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment mark for that course. <p>You have the right to appeal to the school against this determination. If unsuccessful, you may appeal to NESAs. The Principal will advise you of this right and explain the appeal process.</p> <p>NESAs expects all students to undertake all assessment tasks set. The minimum requirement for all courses is that the student undertakes tasks which contribute to more than 50% of available marks.</p> <p>If you do not satisfactorily complete a course, you will receive no results in that course, then it will not appear on your Record of School Achievement. The course will not count towards your pattern of study for the award of a Higher School Certificate.</p>	<p>Step 1 → Notification to parents will be in the form of an N-Award Warning letter.</p> <p>Step 2 → Students are given the opportunity to rectify their situation.</p> <p>Step 3 → If the requirements of the N-Award Warning have not been met, then a second letter will be issued, and students will be given the opportunity to rectify their situation. The Head Teacher will conduct an interview with the student with the goal of satisfying the requirements of the N-Award Warning Letter.</p> <p>Step 4 → An unsatisfactory result in a course will be determined by the Principal, in conjunction with the relevant Head Teacher.</p> <p>If the Principal determines that a student is in danger of not meeting the above course completion criteria, a written warning will be issued in sufficient time to correct any problems regarding the satisfactory completion of course requirements (an “N-Determination”). If the Principal determines that a student has not met the above criteria for satisfactory completion of a course, the school will inform NESAs, and the student, in writing.</p>

Notification of Assessment Tasks

Student Responsibility	School Responsibility
<p>Students are to sign the Assessment Task Register which staff keep in their Stage 6 Monitoring Folders. Students are to note the due date of the assessment task in their school planner. It is the student’s responsibility to know and understand the expectations, tasks and timing for each of their courses.</p>	<p>Subject developed assessment tasks are assigned to specific weeks in the individual subject assessment schedule which is later in this booklet.</p> <p>Students will be informed in writing of the set dates and details of each assessment at least two weeks prior to the task. The notification will include:</p> <ul style="list-style-type: none"> • The nature of the task • The outcomes being assessed • The weighting of the task • The due date of the task, and • Marking criteria for the task. <p>Copies of tasks are to be kept in the Stage 6 Monitoring folder for each subject and an Assessment Task Register is kept for each step of the process.</p>

Absence when a task is notified or due

Student Responsibility		School Responsibility
Step 1	<p>➔ When a student returns from any absence; it is the student's responsibility to enquire about any work set during their absence. If this includes assessment task information, the student must approach any teachers concerned to ensure that correct information is received. Being absent when a task is issued is not a valid reason to seek an extension.</p>	<p>Assessment Task information will be provided to students upon their return.</p> <p>Advice will be provided about the most appropriate course of action.</p> <p>Negotiate an appropriate time for the task to be submitted or the student to sit the assessment.</p>
Step 2	<p>➔ If the absence is because of illness or an injury which may affect the student's performance in an assessment task, then the student must seek an Illness/Misadventure form from the Deputy Principal (Day School) and supply supporting documentation (e.g. a Medical Certificate)</p> <p>Students who are absent from school on the day an assessment task is due must submit the task before the due date, or, make arrangements for some other person to submit the task by the due date.</p>	
Step 3	<p>➔ Make arrangements to submit or sit the task at an alternative time. These arrangements must be made with the Head Teacher for that subject.</p>	

Submission of Tasks and Task Return

Student Responsibility	School Responsibility
<p>Step 1 → Tasks should be submitted to the specified class teacher or the appropriate Head Teacher by no later than 8:15am on the due date. Students can submit tasks early. The class teacher, or relevant Head Teacher, will clearly communicate the submission procedure.</p> <p>Step 2 → Each task must have attached a completed Task Submission Form.³ The student must request the receipt section which must be signed by the person receiving the task.</p>	<p>Staff will be available, in their staffrooms, prior to 8:15am on the date of submission. Tasks can be submitted to the Front Office prior to 8:15am, if the teacher is unavailable.</p> <p>Staff will complete the relevant section of the Task Submission Form and return the receipt slip to students.</p> <p>Staff will notify the Head Teacher for the subject area of any student who fails to submit their task on time, and appropriate action will be taken.</p> <p>Teachers will maintain an Assessment Task Register which students sign when they have submitted or completed a task.</p>
<p>Electronic submission of Tasks</p> <p>Electronic submission of tasks, where appropriate, will be accepted. Tasks must be received by the time set above. Tasks must be emailed using the student's NSW Department of Education email address. If you submit a task electronically, you must ensure you have sent it to the correct email address. Do not delete your 'Sent Items' folder until you have acknowledgement that your teacher has received your task. This is available through the options on the menu bar in your email. You also must keep this email as proof of submission. You must email your task to your class teacher and confirm that they have received it. Failure of electronic equipment is no excuse for non-submission of assessment tasks.</p>	<p>Teachers will clearly communicate the protocols for the electronic submission of tasks.</p>
<p>Step 3 → Students should read the feedback provided with each task and reflect on areas in which they can improve. Students are encouraged to discuss their performance with their teachers and parents.</p>	<p>Marked tasks will be returned to students within two school weeks of the due date. Each marked task must include a ranking based on the total number of students studying that course. Students will receive meaningful feedback on each task.</p>

³ A copy of this sheet is available in the Appendix section of this booklet.

Late Submission and Non-Submission of Tasks

	Student Responsibility	School Responsibility
Step 1	<p>➔ Submit your assessment task by 8:15am on the new agreed date. Failure to submit a task will receive a zero result and an N-Award Warning Letter.</p>	Work submitted late will receive a zero result.

Non-Serious or Inadequate Attempt

	Student Responsibility	School Responsibility
Step 1	<p>➔ Students are expected to make a serious attempt at all coursework and assessment tasks.</p>	Tasks completed or submitted in the course that are, in the professional judgement of the teacher, not meeting a basic or elementary level of achievement of course outcomes can receive a zero result. An N-Award Warning Letter is to be sent to parents/caregivers.
Step 2	<p>➔ Students who make a non-serious, inadequate or non-attempt at an assessment task will be required to submit the task again to a standard that meets the course outcomes as required by NESAs; however, the zero mark still stands.</p>	
Step 3	<p>➔ If a student does not meet the requirements of the task, an N-Award Warning Letter is sent to parents.</p>	

Illness and Misadventure

Applications may be in respect of:

- a) Illness or injury – that is, illness or physical injuries suffered directly by the student which allegedly affected the student’s performance in the assessment task(s). For example, influenza, an asthma attack, broken bone or injury to the hand; or
- b) Misadventure – that is, any other event beyond the student’s control which allegedly affected the student’s performance in the assessment task(s). Misadventure refers to any valid reason, other than illness, for not completing, submitting or being present for an assessment task. Whether an event will be considered to be a valid misadventure, warranting consideration, will depend on the circumstances of the event and the documentary evidence that is handed in to support the misadventure.

The following circumstances are examples of situations where CONSIDERATION CANNOT be given:

- Routine medical appointments
- Driving lessons and tests, social visits, too tired
- Illness without a doctor’s or medical certificate, or other appropriate supporting documentation
- Holidays
- Misunderstood times or instructions

	Student Responsibility	School Responsibility
Step 1	<p>➔ Report to the class teacher and inform them that a task has been missed. Request an Illness/Misadventure form from the Deputy Principal.</p>	<p>Staff will notify their Head Teacher if students are absent from assessment tasks or examinations.</p>
Step 2	<p>➔ An illness/misadventure application must be submitted to the Deputy Principal (Day School) within two school days of return to school. The Head Teacher, in consultation with the Deputy Principal, will make a determination.</p>	<p>The Deputy Principal and Head Teacher will make a decision based on the information received.</p>
Step 3	<p>➔ The decision will be communicated to the student and the student will receive a copy of their form. If an Illness/Misadventure Application is successful, an extension of time may be granted on the same task, or a substitute task may be arranged for a later time. If this is not feasible, an estimate based on previous assessment tasks or other appropriate evidence may be given.</p>	<p>When a decision has been reached, appropriate arrangements will be made with the student and a copy of the documents supplied to the student.</p>
	<ul style="list-style-type: none"> • In the case of illness, an application form must be accompanied by a medical certificate or other appropriate supporting documentation. • Work submitted late will receive a zero result. No percentage reductions are permitted at all. 	

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|---|--|
| <ul style="list-style-type: none">• No consideration can be given when students fail to submit an illness/misadventure application within two school days of returning to school.• The task will still have to be completed to satisfy NESAs requirements. | |
|---|--|

Reporting on Student Achievement

Students will receive two reports. A Mid-Course Report during Term 2 and a Final Course Report which will be issued in Term 3 after the Trial Higher School Certificate Examinations.

Note: Where students are not making genuine attempts towards satisfactorily completing a course, notification will be given in writing to parents/guardians.

The two course reports will contain information about the level of achievement, focus outcomes as well as personal profiles, examination marks, examination averages and assessment ranks. TVet subjects do not contain marks or ranks as they are competency-based courses.

Reviews and Appeals

Results of individual assessment tasks can only be appealed within five school days of the task being returned to students. Any student who wishes to appeal against the condition, administration or marking of a task should discuss the concern with the Class Teacher or Head Teacher, then complete an Appeal Form (only available from the Deputy Principal) which will be referred to a panel. Students will be informed in writing of the results of their appeal. The panel to review these appeals will consist of the, Deputy Principal and the relevant Head Teacher.

Students can request a review of their final assessment ranking within any course, if they consider that the school's order of merit for a course is not consistent with their expectations on the basis of their performance in the assessment tasks. These appeals need to be submitted by the date specified in *The Higher School Certificate Events Timetable*.

NESA has stated that the review will not consider the way the marks were awarded. In its assessment review, the school must determine whether:

- The weightings specified by the assessment policies of each course conform with NESAs requirements;
- The procedures used by the school for determining the final assessment mark conform with its stated policy, and
- There is no computational or computer errors in the determination of the assessment mark.

Transferring Students

The previous school is to provide assessment marks for HSC Courses for students who transfer after the 30th of June in the year the student sits the Higher School Certificate Examinations. These marks will be developed from assessment information collected during the students' period at the school. For the purpose of moderation, these students will be treated as members of the previous school.

If a student transfers before the 30th of June, the Head Teacher may either:

- a) Ask the student to complete the missed tasks or substitute tasks, OR
- b) Use an estimate before the final mark is prepared, based on the results of other assessment tasks. Estimates should only be used after discussing individual cases with the Principal.

Acceleration and Accumulation

Students may undertake a HSC Course in advance of their usual cohort, or in less than NESA's stated indicative times. Accelerated students should complete all assessment tasks, or their equivalent, that are undertaken by students completing requirements in the normal time frame. However, there may need to be flexibility in the order and timing of assessment tasks. Therefore, programs of work may have to be specifically tailored to the accelerant's needs.

Students may accumulate HSC Courses towards the Higher School Certificate over a period of up to five years. Students who are accumulating must complete the relevant assessment tasks for each course. In the case of an accumulator 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.

Further Advice

Further advice about HSC Assessment can be given by your class teacher, Head Teachers, Deputy Principals and the NESA Liaison Officer.

Frequently Asked Questions

1. What makes up HSC Course Assessment?

The school 'Assessment Mark' is the final mark received as a result of assessment tasks carried out during the HSC Course. In each course, the assessment mark is used to rank, or given an order of merit, reflecting the student's place relative to other students in that course.

2. What are included as COURSE REQUIREMENT?

Course requirements have two major parts:

- a) Course Work: This includes class work, class tests, essays, set tasks in class, assignments and homework.*
- b) HSC Assessment Tasks: These are clearly identified tasks that must be completed in each course. These tasks are identified in the HSC Assessment Schedule.*

N.B. Completion of assessment tasks alone does not automatically mean the course outcomes have been met.

3. What if I choose to ignore aspects of course work and/or assessment tasks?

*Students are expected to attempt **all** work. Failure to work with due diligence and sustained effort and/or failure to make a genuine attempt at work could result in the award of an "N" (Non-Completion) Determination in any course.*

Students and parents/guardians will be informed in writing if the student is at risk of being given an "N" (Non-Completion) Determination in any course. A response to these letters is encouraged. However, a failure to respond does not negate the fact that the notification has occurred.

4. What are my attendance requirements?

Principals may determine that, as a result of absence, the course completion criteria may not be met. The Principal will regard absences, fractional trancies and poor punctuality seriously. Students will be warned if absences are placing them at risk of an "N" (Non-Completion) Determination. Following a second warning, a "N" (Non-Completion) may be awarded to the student in that course.

Where an assessment task is to be completed at school, students are expected to attend lessons that are scheduled for them on the preceding school day and on the day of the task.

5. What is meant by “Unfair Advantage/Malpractice” in examinations?

Every effort is made to ensure all students have the same advantage. To guarantee this, students sitting any examination or completing any task, must follow procedures and rules to stop any unfair advantage. The following information applies in all exams⁴:

- Students may not borrow equipment from any other person during an examination.
- No student may communicate, or attempt to communicate, with any other person, except the supervising teacher, during an examination.
- The penalty for communicating in an examination is a zero mark for that task.
- If you wish to ask a question during an examination, please raise your hand and a teacher will come to you. **DO NOT** leave your seat.
- Action will be taken against any student who disrupts, or attempts to disrupt, any part of the examination in any way.

The above rules apply from the time the student enters the exam room until all papers are handed in and the student has been formally dismissed.

6. What is meant by “Unfair Advantage/Malpractice” in assessment tasks?

If a student has been found to have gained an unfair advantage by:

- Plagiarising all or part of the task
- Gaining help from other students or people
- Submitting the work of others as their own
- For any of the reasons contained in the exam information in Question 15, a zero mark will be awarded.

7. Can I complete class or assessment tasks at home?

Some assessment tasks in different courses require that all the work on the task be completed under the supervision of the class teacher. Other courses require lesser degrees of supervision. Students must clarify the supervision requirements of each task being undertaken.

In courses where it is a requirement to complete tasks under teacher supervision it is the right of the teacher to register a zero mark for the task if this basic requirement has not been met.

The teacher should not be expected to provide extra time out of normal course lesson times to allow students to complete teacher-supervised tasks.

8. What happens regarding assessment in competency-based courses?

Students in these courses do not have a formal assessment program involving set assessment tasks. Instead, satisfactory completion requires students to achieve certain competencies with the course being studied.

It should be noted however, that where a student has not successfully completed any modules, it is a matter for the teacher’s professional judgement to determine whether the attempts made by the student to complete the course are genuine.

⁴ Examinations include school exams and in class tests/assignments.

Assessment Schedules

AGRICULTURE PRELIMINARY ASSESSMENT PROGRAM 2019

Outcomes Assessed	Components	Weighting %	Task 1	Task 2	Task 3
			Plant Production Trial	Farm Case Study Report	Preliminary End of Course Examination
			Term 1 Week 10	Term 3 Week 7	Term 3 Week 9-10
P4.1	Knowledge and understanding of: <ul style="list-style-type: none"> the physical, chemical, biological, social, historical and economic factors that interact in agricultural production systems the impact of innovation, ethics and current issues on Australian agricultural systems 	40	10	15	15
P2.1 P2.2 P2.3	Knowledge, understanding and skills required to manage agricultural production systems in a socially and environmentally responsible manner Knowledge of, and skills in, decision-making and the evaluation of technology and management techniques used in sustainable agricultural production and marketing	40	0	20	20
P1.1 P1.2	Skills in effective research, experimentation and communication	20	15		5
Total %		100	25	35	40

AGRICULTURE 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

Year 11 Ancient History Assessment Schedule				
Component	Task 1	Task 2	Task 3	Weighting %
	Source Analysis Investigating Ancient History	Research and Essay Historical Investigation	End of Course Examination	
	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9	
Outcomes Assessed	AH11-3, AH11-4, AH11-6, AH11-7, AH11-9	AH11-2, AH11-4, AH11-5, AH11-6, AH11-8, AH11-9	AH11-1, AH11-3, AH11-6, AH11-7, AH11-10	
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	5	5	10	20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	30	30	40	100

Year 11 Ancient History Outcomes

A student:

- AH11-1 Describes the nature of continuity and change in the ancient world
- AH11-2 Proposes ideas about the varying causes and effects of events and developments
- AH11-3 Analyses the role of historical features, individuals and groups in shaping the past
- AH11-4 Accounts for the different perspectives of individuals and groups
- AH11-5 Examines the significance of historical features, people, places, events and developments of the ancient world
- AH11-6 Analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7 Discusses and evaluates differing interpretations and representations of the past
- AH11-8 Plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9 Communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10 Discusses contemporary methods and issues involved in the investigation of ancient history

2019 Year 11 Biology Assessment Schedule

Component	TASK 1	TASK 2	TASK 3	Weighting %
	Practical Investigation	Depth Study	End of Course Examination	
	Term 1, Week 6	Term 2, Week 8	Term 3, Week 9/10	
	Outcomes assessed BIO11-1, BIO1 1-2, BIO11-3, BIO11-4, BIO11-5 BIO11-7, BIO11-8	Outcomes assessed BIO11-1, BIO11-3, BIO11-5, BIO11-6, BIO11-7, BIO11-10,BIO11-11	Outcomes assessed BIO11-4, BIO11-5, BIO11-6 , BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

Outcomes:

Working Scientifically

BIO11-1 Develops and evaluates questions and hypotheses for scientific investigation.

BIO11-2 Designs and evaluates investigations in order to obtain primary and secondary data and information.

BIO11-3 Conducts investigations to collect valid and reliable primary and secondary data and information.

BIO11-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.

BIO11-5 Analyses and evaluates primary and secondary data and information.

BIO11-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.

BIO11-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

Knowledge and Understanding

BIO11-8 Describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes.

BIO11-9 Explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms.

BIO11-10 Describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species.

BIO11-11 Analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem.

2019 YEAR 11 BUSINESS STUDIES ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Weighting %
	Case Study Nature of Business	Small Business Plan Business Planning	End of Course Examination	
	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10	
Outcomes Assessed	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P3, P4, P5, P8, P9, P10	
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills	10		10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms		10	10	20
Total %	25	35	40	100

Business Students Preliminary Outcomes

A student:

- P1** discusses the nature of business, its role in society and types of business structure
- P2** explains the internal and external influences on businesses
- P3** describes the factors contributing to the success or failure of small to medium enterprises
- P4** assesses the processes and interdependence of key business functions
- P5** examines the application of management theories and strategies
- P6** analyses the responsibilities of business to internal and external stakeholders
- P7** plans and conducts investigations into contemporary business issues
- P8** evaluates information for actual and hypothetical business situations
- P9** communicates business information and issues in appropriate formats
- P10** applies mathematical concepts appropriately in business situations

2019 Year 11 Chemistry Assessment Schedule

Component	TASK 1	TASK 2	TASK 3	Weighting %
	Practical Investigation	Depth Study	Yearly Examination	
	Term 1, Week 8	Term 2, Week 10	Term 3, Week 9/10	
	Outcomes assessed CH11-2, CH11-3, CH11-5, CH11-6, CH11-9	Outcomes assessed CH11-1, CH11-4, CH11-5, CH11-7, CH11-8, CH11-9	Outcomes assessed CH11-2, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

Outcomes:

Working Scientifically

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.

Knowledge and Understanding

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.

2019 Year 11 Extension 1 English Assessment Schedule

Component	Task 1	Task 2	Task 3	Weighting %
	Imaginative response	Multimodal Presentation	End of Course Examination	
	Term 1, Week 10	Term 2, Week 9	Term 3, Week 10	
Outcomes Assessed	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE-4, EE11-5	
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Task Weighting %	30	40	30	100

Year 11 Extension English Course Outcomes

A student:

- EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
- EE11-4 develops skills in research methodology to undertake effective independent investigation
- EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

2019 YEAR 11 ADVANCED ENGLISH ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Weighting %
	Common Module: Reading to Write	Module A: Narratives that Shape our World	All Modules	
	Creative Writing and Reflection	Multimodal Presentation	End of Course Examination	
	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 9 & 10	
Outcomes Assessed	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-9	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	EA11-1, EA11-3, EA11-4, EA11-5, EA11-7, EA11-8	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across modes	15	20	15	50
Task weighting %	30	40	30	100%

Year 11 Advanced English Course Outcomes

A student:

- 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

2019 YEAR 11 STANDARD ENGLISH ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Weighting %
	Common Module: Reading to Write	Module B: Close Study of Text	All Modules	
	Analytical Response with Reflection Journal	Multimodal Presentation	End of Course Examination	
	Term 1, Week 9	Term 2, Week 10	Term 3, Weeks 9 & 10	
Outcomes Assessed	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-9	All Outcomes are assessable	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across modes	15	20	15	50
Task weighting %	30	40	30	100

Year 11 Standard English Course Outcomes

A student:

- 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

2019 YEAR 11 ENGLISH STUDIES ASSESSMENT SCHEDULE

	Task 1	Task 2	Task 3	Weighting %
	Resume and Job Application	PowerPoint Presentation	Collection of Classwork	
	Mandatory Module: Achieving through English	Elective Module: We are Australians	All Modules	
	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9	
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	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across modes	15	20	15	50
Task weighting %	30	40	30%	100

Year 11 English Studies Course Outcomes

A student:

- 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

**INDUSTRIAL TECHNOLOGY – Timber Products and Furniture Technologies
PRELIMINARY ASSESSMENT PROGRAM 2019**

Components	Weighting %	Task 1	Task 2	Task 3
		Clock and Portfolio	Industry Study	End of Course Examination
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 9/10
		P2.1, P3.1, P3.2, P4.1, P4.2, P5.1, P5.2	P1.2, P2.1, P3.2, P4.2, P5.1, P6.1	P1.1, P1.2, P2.1, P3.1, P4.2, P6.1, P6.2, P7.1, P7.2
Knowledge and understanding of the organisation and management of, and manufacturing processes and techniques used by, the focus area industry	40	15	15	10
Knowledge, skills and understanding in designing, managing, problem-solving, communicating and the safe use of manufacturing processes and techniques through the design and production of a quality major project	60	20	20	20
Total %		35	35	30

INDUSTRIAL TECHNOLOGY PRELIMINARY COURSE OUTCOMES

A student:

- P.1.1** Describes the organisation and management of an individual business within the focus area industry
- P.1.2** 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** Explains 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

YEAR 11 MATHEMATICS EXTENSION ONE ASSESSMENT SCHEDULE 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Examination with Learning Log	Investigative Task	End of Course Examination with Learning Log	
	Term 2, Week 1	Term 3 Week 1	Term 3, Week 9	
Outcomes Assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-5, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Year 11 Mathematics Extension 1 Outcomes

A student:

- 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, organise and interpret information to solve problems in a range of contexts
- ME11-7** communicates making comprehensive use of mathematical language, notation, diagrams and graphs

YEAR 11 MATHEMATICS ADVANCED ASSESSMENT SCHEDULE 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Examination with Learning Log	Investigative Task	End of Course Examination with Learning Log	
	Term 2, Week 1	Term 2 Week 10	Term 3, Week 9	
Outcomes Assessed	MA11-1, MA11-2 MA11-5, MA11-8, MA11-9	MA11-1, MA11-3 MA11-4, MA11-8, MA11-9	MA11-1, MA11-2 MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	30	30	40	100

Year 11 Mathematics Advanced Outcomes

A student:

- 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

YEAR 11 MATHEMATICS STANDARD ASSESSMENT SCHEDULE 2019

Component	Task 1	Task 2	Task 3	Weighting %
	Examination with Learning Log	Investigative Task	End of Course Examination with Learning Log	
	Term 2, Week 1	Term 2 Week 10	Term 3, Week 9	
Outcomes Assessed	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100

Year 11 Mathematics Standard Outcomes

A student:

- 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 and three-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

Year 11 PDHPE Assessment Schedule 2019

Component	TASK 1	TASK 2	TASK 3	Weighting %
	Core 1 – Written Response	Core 2 – Analysis Physical Activity and Fitness	End of Course Examination	
	Term 1, Week 6	Term 2, Week 7	Term 3, Week 9/10	
	Outcomes assessed P2, P5	Outcomes assessed P7, P8, P17	Outcomes assessed P1, P2, P3, P4, P5, P7, P8, P9, P10, P11, P13, P14, P15, P16, P17	
Knowledge and Understanding of factors that affect health and how the body moves	15	15	10	40
Skills in: influencing personal and community health AND taking action to improve participation and performance in physical activity.	20	20	20	60
Total %	35	35	30	100

Preliminary PDHPE Syllabus Outcomes

A Student:

- 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 (Option 1)
- P13 Develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2)
- P14 Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor activities (Option 4)
- P15 Forms opinions about health-promoting actions based on 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

Year 11 Physics Assessment Schedule 2019

Component	TASK 1	TASK 2	TASK 3	Weighting %
	Practical Investigation	Depth Study	Yearly Examination	
	Term 1, Week 11	Term 2, Week 9	Term 3, Week 9/10	
	Outcomes assessed PH11-1, PH11-2, PH11-3, PH11-4, PH11-7, PH11-8	Outcomes assessed PH11-1, PH11-3, PH11-4, PH11-5, PH11-7, PH11-9	Outcomes assessed PH11-1, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11	
Skills in Working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total %	30	30	40	100

Outcomes:

Working Scientifically

PH11-1 Develops and evaluates questions and hypotheses for scientific investigation.

PH11-2 Designs and evaluates investigations in order to obtain primary and secondary data and information.

PH11-3 Conducts investigations to collect valid and reliable primary and secondary data and information.

PH11-4 Selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.

PH11-5 Analyses and evaluates primary and secondary data and information.

PH11-6 Solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.

PH11-7 Communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

Knowledge and Understanding

PH11-8 Describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed velocity and acceleration.

PH11-9 Describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy.

PH11-10 Explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles.

PH11-11 Explains and quantitatively analyses electric fields, circuitry and magnetism.

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.

Preliminary 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.

Assessment Summary AHC20116 Certificate II in Agriculture

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	1 week block on school farm

Cluster name and unit of competency code and title.	Observation of practical	Product assessment	Oral questioning	Written assignment	Role play, Oral presentation	Third Party Report	Self-assessment	HSC examinable
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Trainers must deliver and assess Cluster 1, 2, 3, 4, at least one of Cluster 5 and 6 and then select optional clusters to total 18 units. **Qualification Packaging Rules:** <https://training.gov.au/Training/Details/AHC20116>

Cluster 1 Participate in WHS Processes

AHCWHS201 Participate in WHS Processes	Y		Y	Y		Y		Y
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Cluster 2 Working in the Industry

AHCWRK209 Participate in environmentally sustainable work practices	Y		Y	Y	Y	Y		Y
AHCWRK204 Work effectively in the industry	Y		Y	Y	Y	Y		Y
AHCWRK205 Participate in workplace communications	Y		Y	Y	Y	Y		

Cluster 3 Weather

AHCWRK201 Observe and report on weather	Y			Y		Y		Y
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Cluster 4 Chemicals

AHCCHM201 Apply chemicals under supervision	Y			Y	Y			Y
AHCCPM201 Treat Weeds	Y			Y	Y			

Cluster 5 Healthy Animals

AHCLSK202 Care for health and welfare of livestock	Y	Y		Y			Y	Y
AHCLSK205 Handle livestock using basic techniques	Y	Y		Y			Y	
AHCLSK206 Identify and mark livestock	Y	Y		Y			Y	
AHCLSK204 Carry out regular livestock observations	Y	Y		Y			Y	

Cluster 7 Tractors

AHCMOM202 Operate tractors	Y		Y	Y				
AHCMOM302 Operate machinery and equipment	Y		Y	Y				
AHCBIO201 Inspect and clean machinery for plant, animal and soil	Y		Y	Y				

Cluster 8 Feed and Water Livestock

AHCLSK211 Provide feed for livestock	Y		Y	Y				
AHCLSK209 Monitor water supplies	Y		Y	Y				

Cluster 9 Fencing

AHCINF202 Install, maintain and repair farm fencing	Y	Y		Y				
AHCINF201 Carry out basic electric fencing operations	Y	Y		Y				

Cluster 11 Show Livestock

AHCLSK316 Prepare livestock for competition	Y	Y	Y					
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Depending on the achievement of units of competency; the possible AQF qualification outcome is AHC20116 Certificate II in Agriculture or a Statement of Attainment towards AHC20116 Certificate II in Agriculture.

Assessment Summary for AHC30116 Certificate III in Agriculture

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) –105 hours in total ie 70 hrs (240 course) plus 35 hours (120 SS)	1 week block on school farm AND 27 th May 2019 – 31 May 2019 3 rd June 2019 – 7 th June 2019

Cluster name and unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test,	Role play, Oral Presentation	Third Party Report	Self-assessment	HSC examinable
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240 hour course SOA

All units in the SOA towards a Certificate III Agriculture 240 hr course, must be delivered in order for students to be awarded the 4 units of study.

120 specialisation course (SS) is undertaken in the HSC year. On completion of the course, 2 units of study will be awarded for this 120 hr SS course.

For the Certificate III in Agriculture Qualification Packaging Rules refer to:

<https://training.gov.au/Training/Details/AHC30116>

Cluster 1 Participate in WHS Processes

AHCWHS301 Contribute to WHS Processes	Y		Y	Y		Y		
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Cluster 2 Environmental work practices

AHCWRK309 Apply environmentally sustainable work practices	Y		Y	Y	Y	Y		Y
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Cluster 3 Weather

AHCWRK302 Monitor weather conditions	Y			Y		Y		Y
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Cluster 4 Chemicals

AHCCHM303 Prepare and apply chemicals	Y		Y	Y	Y			Y
AHCCHM304 Transport and store chemicals	Y		Y	Y	Y			

Cluster 5 Tractors, machinery and equipment

AHCMOM202 Operate tractors	Y		Y	Y	Y			
AHCMOM304 Operate machinery and equipment	Y		Y	Y	Y			

Cluster 6 Working in the Industry

AHCWRK204 Work effectively in the industry	Y		Y	Y	Y	Y		Y
AHCWRK205 Participate in workplace communications	Y		Y	Y	Y	Y		

Cluster 7 Healthy Livestock

AHCLSK309 Implement animal health control programs	Y		Y	Y	Y	Y		Y
AHCLSK301 Administer medications to livestock	Y		Y	Y	Y	Y		
AHCLSK308 Identify and draft livestock	Y		Y	Y	Y	Y		
AHCLSK331 Comply with industry animal welfare requirements	Y		Y	Y	Y	Y		

Cluster 8 Fencing (SS)

AHCINF303 Plan and construct conventional fencing	Y	Y	Y	Y	Y	Y		
AHCINF303 Plan and construct an electric fence	Y	Y		Y				

Cluster 9 Feed and Watering Livestock (Extensive) (SS)

AHCLSK305 Maintain livestock water supplies	Y		Y	Y				
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ACHLSK311 Implement feeding plans for livestock	Y		Y	Y				
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Cluster 10 Show Livestock (SS)

AHCLSK316 Prepare livestock for competition	Y		Y		Y	Y	Y	
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Cluster 11 Handle Livestock (SS)

AHCLSK205 Handle livestock using basic techniques	Y		Y		Y			
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Cluster 12 Treat Weeds (SS)

AHCPMG201 Treat weeds	Y		Y	Y				
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Depending on the achievement of units of competency; the possible AQF qualification outcome is AHC30116 Certificate III in Agriculture or a Statement of Attainment towards AHC30116 Certificate III in Agriculture

Assessment Summary for MEM10105 Certificate I Engineering

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	27/05/2019 to 7/06/2019
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Worksheets	Self-assessment	HSC examinable
Prerequisite - Manufacturing, engineering and related services industries induction NB: This unit will not appear as part of the "Schools Online" records				Y	Y	Y

Cluster 1 Working Safely in the Metals Industry

MEM 13014A Apply principles of occupational health and safety in the work environment	Y	Y		Y	Y	Y
MEM 1101B Undertake manual handling	Y	Y		Y	Y	

Cluster 2 Using Hand Tools

MEM 14004A Plan to undertake routine task	Y	Y		Y	Y	Y
MEM18001C Use hand tools	Y	Y		Y	Y	Y

Cluster 3 Using Power Tools

MEM 18002B Use power tools/hand held operations	Y	Y		Y	Y	Y
MEM 12023A Perform engineering measurements	Y	Y		Y	Y	Y

Cluster 4 Calculating and Cutting

MEM05005B Carry out mechanical cutting	Y	Y		Y	Y	
MEM 12024A Perform computations	Y	Y		Y	Y	Y

Cluster 5 Workshop machines

MEM05012C Perform routine manual metal arc welding	Y	Y		Y	Y	
MEM07032B Use workshop machines for basic operations	Y	Y		Y	Y	

Cluster 6 Skills into Action

MEM15002A Apply quality systems	Y	Y		Y	Y	Y
MEM 15024A Apply quality procedures	Y	Y		Y	Y	Y
MEM16007A Work with others in manufacturing, engineering or related environment	Y	Y		Y	Y	Y

Cluster 7 Technical Drawing (HSC Only) This will not appear as part of the "Schools Online" record

MEM09002B Interpret technical drawings					Y	Y
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Cluster 8a or 8b or 8c Options- Select one competency only from 8a, 8b or 8c to qualify for Certificate 1 (delete competencies not delivered)

Option 8b MEM05007C Perform manual heating and thermal cutting (2 units)	Y	Y		Y	Y	
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Depending on the achievement of units of competency; the possible AQF qualification outcome is MEM10105 Certificate I in Engineering or a Statement of Attainment towards MEM10105 Certificate I in Engineering.

Assessment Plan SIT20316 Certificate II in Hospitality

	Observation of practical work	Product Assessment	Oral questioning	Written assignment, test, quiz	Role play, oral presentation	Supplementary Evidence	Other, HSC examinable
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Cluster 1 Working Together new cluster

BSBWOR203 Work effectively with others				Y	Y		Y
BSBCMM201 Communicate in the Workplace				Y	Y		

Cluster 2 Safe and hygienic food preparation-new cluster

Part A Hygienic Food Preparation							
SITXFSA001 Use hygienic practices for food safety	Y			Y			Y
Part B Safe Food Preparation							
SITHCCC001 Use food preparation equipment	Y	Y		Y			
SITXFSA002 Participate in safe food handling practices	Y	Y		Y			

Cluster 3 Café Skills- new assessment requirement

SITHFAB005 Part A Prepare and serve espresso coffee	Y	Y		Y		Y	Y Portfolio
SITHFAB004 Part B Prepare and serve non-alcoholic beverages	Y	Y		Y		Y	Y Portfolio

Cluster 4 Safe and Sustainable work practices

SITXWHS001 Participate in safe work practices	Y			Y	Y		Y
BSBSUS201 Participate in environmentally sustainable work practices				Y			

Cluster 5 Interacting with diverse customers

SITXCCS003 Interact with customers	Y			Y	Y		Y
SITXCOM002 Show social and cultural sensitivity	Y			Y	Y		

Cluster 6 Serving food and beverages – new assessment requirement

SITHFAB007 Serve food and beverage	Y			Y		Y	Y Portfolio
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Cluster 7 Keeping up to date with industry

SITHIND002 Source and use information on the hospitality industry				Y			Y
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Cluster 8 Use hospitality skills effectively – new assessment requirement

SITHIND003 Use hospitality skills effectively	Y			Y		Y	Portfolio
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Forms

YANCO AGRICULTURAL HIGH SCHOOL

ASSESSMENT COVER SHEET



Student Name	
Subject	
Task	

Date Task Due	Date submitted	Time submitted	Teacher's Signature	Student's Signature

Assessment Task Mark	Assessment Task Rank	Date Returned:
		Teacher Signature:
Feedback has been provided on the task which includes strengths and areas for improvement.		

✂
 Student Copy

Student Name	
Subject	
Task	

Date Task Due	Date handed in	Time handed in	Teacher's Signature	Student's Signature

To be attached to the front of your task before handing in.

Your task is attached; it includes outcomes, marking criteria and details of the nature of the task.

YANCO AGRICULTURAL HIGH SCHOOL

Notification of Change in Assessment Due Date



A copy of this must be given to each student in the course

Subject/Course:	
Task Number:	
Task Description:	
Original Due Date:	
Amended Due Date:	
Reason:	
Date discussed in class:	
Head Teacher Approval:	



YANCO AGRICULTURAL HIGH SCHOOL

Notification of Change in Assessment Due Date

Subject/Course:	
Task Number:	
Task Description:	
Original Due Date:	
Amended Due Date:	

A copy of this must be kept in the course register.

The student acknowledges by signing this that they have:

- Been given written notification of a change of due date of the assessment task, AND
- Accept the amended due date of the assessment task.

Student Name	Student Signature	Date



YANCO AGRICULTURAL HIGH SCHOOL

APPEAL APPLICATION

Date Received:

Student Name:

Year:

Subject/Course:

Task Number:

Task Description:

Date Due:

Nature of Application:

Appeal against refusal of extension of time.

Appeal against result of application for consideration of illness or misadventure.

Other (State reason)

.....
.....

My reasons explaining and supporting this appeal are

.....
.....

Documentary evidence attached which has not been presented before:

.....
.....

APPEAL UPHELD

APPEAL DENIED

Decision/Reason:

.....
.....

HEAD TEACHER'S SIGNATURE: DATE:

DEPUTY PRINCIPAL'S SIGNATURE: DATE:

PRINCIPAL'S SIGNATURE: DATE:

A copy of the completed form must be given to the student

YANCO AGRICULTURAL HIGH SCHOOL

ILLNESS OR MISADVENTURE APPLICATION



ILLNESS

MISADVENTURE

Student Name: Year:

Subject/Course: Task Number:

Task Description:

Date Due: Due Time:

I wish to apply for special consideration for the following reasons:

.....
.....

The following documentary evidence is attached (e.g. doctor's certificate, funeral notice, letter from parent or guardian, etc)

.....
.....

The school was contacted by phone Yes No

Date of Contact:

Student's Signature:

Parent/Guardian's Signature:

Date:

APPROVED

NOT APPROVED

Decision/Reason.....
.....

HEAD TEACHER'S SIGNATURE: DATE:

DEPUTY PRINCIPAL'S SIGNATURE: DATE:

Year 11 2019 ASSESSMENT CALENDAR

WEEK	TERM 1, 2019
1	
2	
3	
4	
5	
6	Biology, PDHPE
7	
8	Chemistry, English Studies
9	Ancient History, Business Studies, English Advanced, English Standard
10	Agriculture, English Extension 1, Industrial Technology (Timber)
11	Physics

WEEK	TERM 2, 2019
1	Mathematics Extension 1, Mathematics Advanced, Mathematics Standard
2	
3	
4	
5	
6	English Studies
7	PDHPE
8	Biology, Industrial Technology (Timber)
9	Business Studies, English Extension 1, Physics
10	Ancient History, Chemistry, English Advanced, English Standard, Mathematics Advanced, Mathematics Standard,

WEEK	TERM 3, 2019
1	Mathematics Extension 1
2	
3	
4	
5	
6	
7	Agriculture
8	MORATORIUM PERIOD
9	English Studies (Week 9), Agriculture, Ancient History, Business Studies, Biology, Chemistry, English Extension 1, English Advanced, English Standard, Mathematics Extension 1, Mathematics Advanced, Mathematics Standard, Industrial Technology (Timber), PDHPE, Physics
10	

Please note that each colour in this table represents a line on the school's timetable. Therefore, all subjects which are wholly, or partially, shaded brown etc are timetabled at the same time.

Year 11, 2019 - PERSONAL ASSESSMENT CALENDAR

NAME: _____

WEEK	TERM 1 2019
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

WEEK	TERM 2 2019
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	

WEEK	TERM 3 2019
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

A Glossary of Key Words

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

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

Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole