

MURWILLUMBAH HIGH SCHOOL



**INSPIRING EVERY STUDENT
EVERY DAY**

Year 11 Assessment Information Booklet 2021

Dear Students and Parents/Carers

This booklet has been designed to assist students and parents in understanding assessment procedures for Year 11. These assessment procedures are very similar to assessment procedures for HSC courses.


Year 11 courses run for the first three terms of 2021 and the course work is regarded as assumed knowledge for the HSC course which must be covered by all candidates. Students must satisfactorily complete the Year 11 course before attempting the HSC course. Furthermore, to commence a HSC course a student must have completed the equivalent Year 11 course

Please read the following information carefully to ensure that the best possible results are achieved.

If you have any questions, please contact the Careers Adviser 02 6672 1566.



Peter Howes
Principal



Glenys Lawson
Careers Adviser

PATTERN OF STUDY

To qualify for the Higher School Certificate students must study a minimum pattern of Year 11 courses and HSC courses, as follows:

- At least **12 units** must be satisfactorily completed in the Year 11 study pattern and at least **10 units** in the HSC study pattern;
- At least **6 units** must be from **Board Developed Courses**;
- At least **2 units** must be of a Board Developed Course in **English**;
- At least **three courses** must be of **2 units** value or greater (either NESA Developed or NESA Endorsed Courses);
- At least 4 different courses must be studied;
- English Studies counts as a NESA Developed Course for the purpose of HSC eligibility;
- Have met the Minimum Standard required for access to the HSC.

COURSE ASSESSMENT

The assessment for the Year 11 and Higher School Certificate courses is used to:

- allow a comparison between students in a course;
- recognise and give credit to students displaying diligence and sustained effort throughout the course and at the final examination;
- allow students to be judged against a set of performance criteria outlined by the NSW Educational Standards Authority (NESA);
- judge performance in areas that cannot be assessed by formal examinations. These include practical work, field studies and practical projects.

Students are provided with a detailed assessment schedule which includes task descriptions, task weightings and due dates at the beginning of the course. Students must also refer to the NESA HSC syllabus for any course in which they are enrolled. The syllabus provides detailed descriptions of course aims, outcomes and assessment details. Syllabuses are available at www.educationstandards.nsw.edu.au

ASSESSMENT TASKS

The due dates for all assessment tasks is published in the Year 11 Assessment Information booklet issued by Murwillumbah High School. Outlines of components, assessment tasks and their weightings will be included in the Year 11 Assessment Information booklet. Components and their weightings are specified by NESA.

A minimum of two weeks notice in writing will be given for any assessment tasks to be completed. Clear expectations of how to complete the task and a marking guideline will be provided for each task along with the syllabus outcomes being assessed.

There will be a minimum period of one week prior to major examination periods where no assessment tasks will be scheduled. Individual assessment tasks will have a minimum value of no less than 10% and no more than 40% of the total mark for a course.

SUBMISSION OF ASSESSMENT TASKS

All courses require students to submit a variety of assessment tasks. The types of task vary from course to course and are outlined in the course assessment schedules. The class teacher will clearly outline which submission method (i.e. hard copy or electronic lodgement) is required for each task and coursework. What time the task is submitted on the due date will be determined by the class teacher.

When a student wishes to submit an assessment task electronically, it is the student's responsibility to ensure the submission is compatible with the equipment currently available in the school. Students must clarify compatibility issues with the teacher prior to submission of any task.

Equipment failure, hardware or software incompatibility or failure of school equipment to read a file is the student's responsibility. Inability to read or open a submitted task will be deemed as not having submitted the task on time.

Students are strongly advised to submit tasks with enough time to use alternate methods of submission should a technical problem arise. Students are advised to print a hard copy of their work to use in these types of circumstance.

Regardless of the method of submission, late submission of an assessment task will result in a mark of zero. However, the task must still be completed in order to satisfy NESA course requirements.

Marked assessment tasks will be returned to the student as soon as possible with feedback on student performance included.

Refer to the Student Absence section below for more information on the submission of tasks.

SATISFACTORY COMPLETION OF A COURSE

To meet the requirements for satisfactory completion of Year 11 and the Higher School Certificate, students must follow a pattern of study as described by the NESA. Successful completion of a course will contribute towards the award of a Higher School Certificate.

A student will be considered to have successfully completed a Year 11 or Higher School Certificate course if, in the view of the Principal, the student has:

- followed the course developed or endorsed by NESA;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

This means that the student must have:

- a satisfactory record of attendance. This includes video delivered lessons, practical lessons and enrichment days;
- completed the requirements of the course as specified by NESA syllabus and course program;
- made a serious attempt at assessment tasks which contribute to more than 50% of available marks;
- made a serious attempt at all set examinations as prescribed in the assessment schedule; and
- applied themselves to all course work and tasks with diligence and sustained effort.

EXAMINATIONS

Formal examinations will be held at an agreed date and time. Students who are late for an examination will not be given any extension of time to complete the examination.

Students seeking special provisions for examinations must do so prior to the examination in consultation with the learning and support Teacher.

Marked examinations will be returned to the student as soon as possible with feedback on student performance included.

COURSE RANKINGS

The recording and maintenance of student marks and the corresponding assessment ranking is the responsibility of the class teacher. Students are reminded to always strive for the highest class rank possible. This is achieved by diligent and sustained effort in all coursework, assessment tasks and examinations.

MALPRACTICE

This topic has been well defined and covered extensively in the All My Own Work program. Students caught engaging in any form of malpractice in an examination or an assessment task will receive zero marks for the task or examination. Engaging in malpractice constitutes unsatisfactory completion of the task. Malpractice is recorded and electronically stored by NESA.

N-DETERMINATION (NON-COMPLETION) WARNINGS

It is most important that students make a serious attempt at all course work and assessment tasks in all courses. If a student fails to do so, an N-Determination First Warning letter will be issued for one or both of the following:

- failure to submit an assessment task by the due date; or
- failure to make a satisfactory attempt at an assessment task or examination.

A copy of the letter will be forwarded to the parent/carer. Students will be given a reasonable time to redeem the incomplete or unsatisfactory work. Students will receive zero marks for any redeemed task but they will have satisfied course requirements.

Students who receive a second N-Determination Warning letter will be interviewed by the relevant Head Teacher and/or Deputy Principal.

A student, who fails to complete the required work after receiving two N-Determination Warning letters for a task, will be interviewed by the Principal. Students in this circumstance may be in danger of not receiving NESA accreditation for the course without action to redeem incomplete work. Any work submitted for redemption of a warning letter needs to be receipted using the same process as the submission of an assessment task.

If at any time a student is at risk of being given an N-Determination in a course the Principal will:

- advise the parent/carer in writing if the student is under 18 years of age;
- request from the student/parent a written acknowledgement of the warning.

COURSE APPEALS & REVIEWS

Students may apply for a review of their overall result if it differs significantly from expectations they may have based upon feedback from their performance in assessment tasks. Students wishing to appeal must submit detailed reasons for seeking a review.

The review committee will consist of the class teacher, Head Teacher of the relevant KLA and the Principal or Deputy Principal. The Principal will have the final determination on whether a student has satisfactorily completed a task or a course.

Upon request, the committee will meet after the final examination in the course and review all procedures and materials relevant to the appeal/review. The privacy of all students will be respected during any appeal/review.

Records of appeals/reviews will be forwarded to NESA.

STUDENT ABSENCE - ILLNESS & MISADVENTURE

Student attendance at all timetabled lessons is essential for success. It is the responsibility of teachers to keep a record of attendance in the lessons they deliver. If a student is failing to attend, this information should be notified to the parent. If the situation does not improve an N-Determination Warning letter may be issued.

If students are aware of an upcoming absence that will preclude them from submitting an assessment task or sitting an examination on the due date they must make written application for a change of due date using an Illness/Misadventure form prior to the due date. Students must state a valid reason for the request and supply independently verifiable evidence. The form will be submitted to the Careers Adviser for consideration. A decision will be made after consultation with the relevant Head Teacher and class teacher. Any alternate due date will be determined to ensure no other student in the course is disadvantaged. Due dates will not be changed for non-school related activities.

NOTE. A student's part-time or casual employment or vacation will NOT warrant rescheduling of any assessment task or examination.

Students who are unable to attend an examination or submit an assessment task on the due date, as a result of illness or misadventure, must submit an Illness/Misadventure Form. The request will be forwarded to the Careers Adviser for consideration. The class teacher, in consultation with the Careers Adviser, will make a determination as to how best deal with the request. Documentary proof of the circumstances is essential, such as a medical certificate indicating the student was unfit for school on the day of the assessment task or examination. Failure to provide documentary proof will result in the student being awarded a zero mark for the assessment task or examination. Any assessment task must be submitted on the first day the student returns to school as per the submission rules. A zero mark will be awarded for the task if the reason for the absence is not deemed appropriate.

If a student is absent on the day prior to the submission of an assessment task or an examination, the student must supply a letter of explanation from the parent and an independently verifiable genuine and acceptable reason for the absence. Failure to do so will result in the student receiving a zero mark for the task. The assessment task must still be submitted to satisfactorily complete the course.

If a student is suspended at the time a task is due, the student must arrange for the task to be submitted to the school by the due date. For a compulsory in class task or an examination, the suspended student must arrange with the school to either:

- attend school for the duration of the task. Arrangements should be confirmed with the Deputy Principal who will advise the student of the time and location to complete the task. The task will be submitted as per the policy; or
- Sit for an alternative task on the first day of return from suspension.

STUDENT ATTENDANCE

To have satisfactory attendance, a student must have an attendance record that shows genuine effort. A pattern of poor attendance may result in the Principal determining that the student has not achieved the course outcomes nor applied themselves with diligence and sustained effort.

Students should try to avoid taking leave throughout the term. Any application for long-term leave must be submitted in writing to the school. Leave will be granted provided the reason for leave is substantial and that the progress of the student will not be adversely affected.

REPORTING STUDENT PROGRESS

Formal, written school reports are issued following the Year 11 Half Yearly and Yearly examinations. These reports are designed to reflect the work achieved by the student in all aspects of their work, not just in Year 11 assessment tasks.

Unsatisfactory progress through incompleteness of homework, absence from lessons, poor effort, etc, will be reported to parents as soon as possible. Students are reminded that failure to complete both assessable and non-assessable tasks may contribute to their not having met the requirements for Year 11.

TVET COURSES

The satisfactory course completion criteria listed above also applies to these TVET courses.

The courses in the VET industry curriculum frameworks have been designed to deliver units of competency from the Industry Training Packages.

Work placement is a mandatory Year 11 requirement of each framework course. For each course, a minimum number of hours is required in the workplace.

FURTHER ADVICE AND INFORMATION

This may be obtained from:

- The Principal or Deputy Principal
- The teacher or Head Teacher of a course
- The Careers Adviser
- NESA
<http://educationstandards.nsw.edu.au/wps/portal/nesa/home>
- Regional NESA Liaison Officer Phone 02 6659 3274

RESPONSIBILITIES OF STUDENTS

1. Complete all tasks

It is expected that you will complete all tasks, making a genuine attempt with no sign of malpractice (cheating).

2. Complete tasks when due

It is your responsibility to be present for, or hand in, an assessment task on the day it is due.

3. Attend Day Before, Lesson Before

It is your responsibility to be present at school the calendar day before and all lessons, on the day, up until the task is due. A school excursion is considered to be attendance.

4. Clashes

It is your responsibility to let your teacher know if there is a clash, such as two tasks due on the same day or a compulsory excursion on the same day as an Assessment Task. If you feel the situation is unfair you should see the Careers Adviser or Deputy Principal immediately.

5. Absence From Tasks

It is your responsibility to arrange for the handing in of a task or to provide the necessary documentation if you are unable to do so.

6. NESA Requirements

It is your responsibility to familiarise yourself with NESA requirements for the satisfactory completion of a course and for satisfactory attendance.

7. Assessment Schedule

It is your responsibility to ensure you have a copy of the assessment schedule for EACH course you are studying and that you are aware of course requirements.

8. Murwillumbah High School Assessment Policy

It is your responsibility to be aware of the assessment policy and procedures of Murwillumbah High School as detailed in this booklet.

9. Advice

It is your responsibility to seek advice from the Careers Adviser or Deputy Principal if there is a problem which has not been resolved satisfactorily within a course.

To be fair to everyone, the rules have to be followed.

| TERM 1 – 2021 | | | | TERM 2 - 2021 | | | |
|---------------|---|----------|-----------|---|-------------------------------------|----------|-----------|
| WEEK | TASK | DUE DATE | HANDED IN | WEEK | TASK | DUE DATE | HANDED IN |
| 1 | | | | 1 | | | |
| 2 | | | | 2 | | | |
| 3 | | | | 3 | | | |
| 4 | | | | 4 | | | |
| 5 | | | | 5 | | | |
| 6 | | | | 6 | | | |
| 7 | | | | 7 | | | |
| 8 | | | | 8 | | | |
| 9 | | | | 9 | ARTS WEEK ASSESSMENT FREE PERIOD | | |
| 10 | | | | 10 | | | |
| 11 | | | | | | | |
| TERM 3 – 2021 | | | | HSC COURSE ASSESSMENT COMMENCES TERM 4 –2021 | | | |
| WEEK | TASK | DUE DATE | HANDED IN | WEEK | TASK | DUE DATE | HANDED IN |
| 1 | | | | 1 | | | |
| 2 | | | | 2 | | | |
| 3 | | | | 3 | | | |
| 4 | | | | 4 | | | |
| 5 | | | | 5 | | | |
| 6 | | | | 6 | | | |
| 7 | | | | 7 | | | |
| 8 | ASSESSMENT FREE PERIOD | | | 8 | | | |
| 9 | YEARLY EXAMS | | | 9 | | | |
| 10 | YEARLY EXAMS 22 September - All Year 11 Students must attend the Year 12 Graduation | | | 10 | | | |
| | | | | | | | |

Murwillumbah High School Assessment Schedule

Ancient History – Year 11 2021

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|---|--|--|-------------|
| | Tutankhamun's tomb – Research Report | Historical Investigation Individual research Essay | Yearly Examination | |
| | Term 1, Week 10 | Term 3, Week 6 | Term 3, Weeks 9/10 | |
| | Outcomes assessed AH11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-9 | Outcomes assessed AH11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10 | Outcomes assessed AH11-1, 11-2, 11-3, 11-4, 11-5, 11-6, 11-7, 11-8, 11-9, 11-10 | |
| Knowledge and understanding of course content | 10 | 10 | 20 | 40 |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | 10 | 5 | 20 |
| Historical inquiry and research | 10 | 5 | 5 | 20 |
| Communication of historical understanding in appropriate forms | 5 | 5 | 10 | 20 |
| Total % | 30 | 30 | 40 | 100 |

Murwillumbah High School Assessment Schedule

Biology – Year 11 2021

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|--|--|--|-------------|
| | Practical Investigation Comparing plant and animal systems | Depth Study Presentation Field Study & research | Yearly Examination | |
| | Term 2, Week 4 | Term 3, Week 7 | Term 3, Weeks 9/10 | |
| | Outcomes assessed BIO 11/12-1 BIO11/12-3 BIO11/12-7 BIO11-8/9 | Outcomes assessed BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11-10 BIO11-11 | Outcomes assessed BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 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 |

Murwillumbah High School Assessment Schedule

Community & Family Studies – Year 11 2021

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|-------------------------------------|---|--|-------------|
| | Resource management Casestudy | Families and Community Short & long answer response, design a bumper sticker for family types. | Yearly Examination | |
| | Term 1 Week 9&10 | Term 2, Week 10 | Term 3, Week 9/10 | |
| | Outcomes assessed P3.2,P4.1,P6.1 | Outcomes assessed P2.4, P3.1, P4.1, P4.2 | Outcomes assessed P2.1, P2.2, P2.3, P2.4, P3.1, P3.2, P5.1,P6.1, P6.2,,P7.1,P7.2, P7.3 P7.4 | |
| Skills in critical thinking, research methodology analysing and communicating | 25 | 25 | 10 | 60 |
| Knowledge and understanding of course content | 5 | 5 | 30 | 40 |
| Total % | 30 | 30 | 40 | 100 |

Murwillumbah High School Assessment Schedule English Advanced – Year 11 2021

| Task number | Task 1 | Task 2 | Task 3 | |
|--|--|---|--|------------|
| Nature of task | Writing portfolio Reading to Write | Multimodal presentation Narratives that Shape our World | Yearly examination | |
| Timing | Term 1, Week 9 | Term 2, Week 8 | Term 3, Weeks 9/10 | |
| Outcomes assessed | EA11-3, EA11-4 EA11-5, EA11-9 | EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9 | EA11-1, EA11-3, EA11-5, EA11-6, EA11-8 | |
| Components | Weighting % | | | |
| 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 all modes | 15 | 20 | 15 | 50 |
| Total % | 30 | 40 | 30 | 100 |

Murwillumbah High School Assessment Schedule English Extension – Year 11 2021

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|--|--|-------------|
| | Imaginative response | Multimodal | Yearly Examination | |
| | Term 1, Week 8 | Term 2, Week 10 | Term 3, Weeks 9/10 | |
| | Outcomes assessed EE11-2, EE11-3, EE11-6 | Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-4, EE11-5 | Outcomes assessed EE11-1, EE11-2, EE11-3, EE11-4, 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 |
| Total % | 30 | 40 | 30 | 100 |

Murwillumbah High School Assessment Schedule

English Standard – Year 11 2021

| Task number | Task 1 | Task 2 | Task 3 | |
|--|--|--|--|------------|
| Nature of task | Writing portfolio Reading to Write | Multimodal presentation Contemporary Possibilities | Yearly Examination | |
| Timing | Term 1, Week 9 | Term 2, Week 8 | Term 3, Weeks 9/10 | |
| Outcomes assessed | EN11-3, EN11-4, EN11-5, EN11-9 | EN11-1, EN11-2, EN11-3, EN11-5, EN11-7 | EN11-1, EN11-3, EN11-5, EN11-6, EN11-8 | |
| Components | Weighting % | | | |
| 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 all modes | 15 | 20 | 15 | 50 |
| Total % | 30 | 40 | 30 | 100 |

Murwillumbah High School Assessment Schedule

English Studies – Year 11 2021

| Task number | Task 1 | Task 2 | Task 3 | |
|--|---|--|--|-------------|
| Nature of task | Written report on community engagement Mandatory Module: Achieving through English | Multimodal presentation Elective Module: Digital Worlds Module D | Portfolio of classwork All modules | |
| Timing | Term 1, Week 8 | Term 2, Week 6 | Term 3, Weeks 9/10 | |
| Outcomes assessed | ES11-1, ES11-4, ES11-5 ES11-6 | ES11-2, ES11-3, ES11-6, ES11-7, ES11-8 | ES11-1, ES11-4, ES11-5, ES11-7, ES11-9 | |
| Components | | | | Weighting % |
| Knowledge and understanding of course content | 15 | 15 | 20 | 50 |
| Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Murwillumbah High School Assessment Schedule

Entertainment VET – Year 11 2021

| CLUSTER TASKS | Units of competency | Approx. Time frame |
|---|--|--|
| Event 1a Safe and Sound Event 1b White Card – Construction GIT | CUAWHS302 Apply work health and safety practices CUASOU301 Undertake live audio operations CPCCOHS1001A Work safely in the construction industry | Term 1 –week 2 Until Term 2 – week 4 White Card = late term 1 |
| Event 2 Many hands make lights work | CUAIN301 Work effectively in the creative arts industry CUALGT301 Operate Basic Lighting | Term 2 – week 5 Until Term 3 week 5 |
| Event 3 Work Placement | 70 hours Work placement is a BOSTES mandatory requirement for this course over 2 years. | *as negotiated Rolling throughout year |
| Event 4 Back Stage to the future | CUASTA301 Assist with production operations for live performances CUASMT301 Work effectively backstage during performances | Term 3 week 6 Until End of term 4 |
| Event 5 Preliminary Yearly Examination | <i>This event does not contribute towards course competencies</i> | Term 3 Weeks 9 & 10 |

Qualification Code and Title: Statement of Attainment towards CUA30415 Certificate III in Live Production and Services

WORK PLACEMENT: 70 hours Work placement is a BOSTES mandatory requirement for this course over 2 years.

Contact person: Stuart Elder

COURSE: EXPLORING EARLY CHILDHOOD 2021

VALUE: 2 UNIT BOARD ENDORSED COURSE

| Component | Weighting (%) |
|------------------------------------|----------------------|
| Knowledge and Understanding | 45 |
| Skills | 55 |

Preliminary Assessment Task Schedule

| Components | Syllabus Weighting | Task 1 | Task 2 | Task 3 |
|--------------------------------------|---------------------------|---|--|--|
| | | Term 1, Wk10 | Term 2, Wk10 | Term 3, Wk7 |
| | | Pregnancy & Childbirth Growth & Development Power point and oral presentation on contemporary issue. | Promoting Positive behaviour/ Play and the developing child Report and short-answer responses | Children's Literature Design and make a book can use textile/fabric, story board |
| Knowledge & Understanding | 45% | 15% | 15% | 15% |
| Skills | 55% | 15% | 15% | 25% |
| Total | 100% | 30% | 30% | 40% |
| Assessed Outcomes | | 1.1, 1.4, 2.1, 5.1, 6.2 | 1.3, 1.4, 2.2, 2.4, 4.2, 6.2 | 1.2, 1.4, 4.1 |
| Contact: M. Quilter. | | | | |

Murwillumbah High School Assessment Schedule

Food Technology – Year 11 2021

| Task | | Food Quality Experimentation and Preparation | Nutrition Investigation | Yearly Examination |
|--|--------------|--|---|--|
| Due Date | | Term 2 Week 4 | Term 3 Week 2 | Term 3 Weeks 9-10 |
| Course Outcomes | | Syllabus Outcomes being assessed: P2.2, P3.2, P4.1, P4.2, P4.4, P5.1 | Syllabus Outcomes being assessed: P2.1, P3.1, P3.2,P4.1, P4.3, P5.1 | Syllabus Outcomes being assessed: P1.1, P1.2, P2.2, P4.4, P5.1. |
| Components | | Weight | | |
| Knowledge and understanding of course content | 40 % | | 10 % | 30 % |
| Knowledge and skills in designing, researching, analysing and evaluating | 30 % | 10 % | 10 % | 10 % |
| Skills in experimenting with and preparing food by applying theoretical concepts | 30 % | 20 % | 10 % | |
| Totals | 100 % | 30 % | 30 % | 40 % |

Murwillumbah High School Assessment Schedule Hospitality VET – Year 11 2021

Student Competency Assessment Schedule

| Assessment Events for | | Term 1 2021 | Term 2 2021 | Term 3 2021 | Work Placement 1* | Yearly Exam* |
|--|--|-------------------------------|------------------|----------------|-----------------------------|---|
| SIT20316 Certificate 11 in hospitality | | Date: Week: 7 | Date: Week: 4 | Date: Week: | Date: Week: 7 Term: 2 | Date: Weeks: 9 & 10 Term: 3, 2021 |
| Code | Unit of Competency | | | | | |
| SITXWHS001 | Participate in safe work practices 15hrs | x | | | | |
| SITXFSA001 | Use hygienic practices for food safety 10hrs | | x | | | |
| SITHFAB005 | Prepare and serve espresso coffee 15hrs | x | | | | |
| SITHFAB007 | Serve food and beverages 40 hrs | | | x | | |
| SITHCCC02 | Prepare and present simple dishes | | | x | | |
| SITHIND003 | Use hospitality skills effectively 10hrs | Ongoing throughout the course | | | | |
| WORK PLACEMENT: is a NESA mandatory requirement for this course – 35 hours minimum for each year of study. Work placement must be completed by the end of week 10, term 2 or an N-determination may result in the unsuccessful completion of the course. | | | | | | |

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20316 Certificate 11 in Hospitality.

If the full Certificate is not achieved a Statement of Attainment towards SIT20316 Certificate 11 in Hospitality, with the achieved units of competency will be awarded.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency to industry standard. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

This schedule has been prepared from documentation provided by and endorsed by Tamworth RTO 90162.

Note: components and timings of assessments for 2021-2021 for this course have not yet been finalized, Students will be given an updated schedule if and when changes are made.

Murwillumbah High School Assessment Schedule

Industrial Technology - Timber – Year 11 2021

| Task | | <i>Industry Study</i> | <i>Project 1</i> | <i>Project 2</i> |
|---|-------------|---|---|---|
| Due date | | Term 1, Week 11 | Term 2, Week 5 | Term 3, Week 7 |
| Course Outcomes | | Syllabus Outcomes being assessed: P 1.1, 1.2, 6.1, 6.2, 7.1, 7.2 | Syllabus Outcomes being assessed: P 2.1, 2.2, 4.1, 4.2, 5.1, 5.2 | Syllabus Outcomes being assessed: P 3.1, 3.2, 3.3, 4.1, 4.2, 4.3 |
| Components | | Weight | | |
| Knowledge and understanding of course content | 40% | 8% | 16% | |
| Knowledge and skills in management, communication of projects | 60% | 12% | 24% | 16% |
| TOTALS | 100% | 20% | 40% | 24% |
| | | | | |

Murwillumbah High School Assessment Schedule

Legal Studies – Year 11 2021

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|---|---|---|---|-------------|
| | In-Class short answer responses on the Legal System | Research Essay Law in Practice | Yearly Examination | |
| | Term 1, Week 10 | Term 3, Week 5 | Term 3, Week 9/10 | |
| | Outcomes assessed P1, P2, P3, P6, P9. | Outcomes assessed P2, P3, P4, P5, P6, P7, P8, P9, P10. | Outcomes assessed P1, P2, P3, P4, P5, P6, P7, P9, P10. | |
| Knowledge and understanding about the nature and institutions of domestic and international law | 10 | 5 | 25 | 40% |
| Knowledge and understanding about the operation of Australian and international legal systems and the significance of the rule of law | 10 | 5 | 5 | 20% |
| Knowledge and understanding about the interrelationship between law, justice and society and the changing nature of law | 5 | 10 | 5 | 20% |
| Skills in investigating, analysing and communicating relevant legal information and issues | 5 | 10 | 5 | 20% |
| Total % | 30 | 30 | 40 | 100 |

Murwillumbah High School Assessment Schedule

Mathematics Advanced – Year 11 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|---------------------------------|--|--|--|-------------|
| | Assignment/ Investigation Topic: F1 | Class Test Topic: T1, T2, C1 | Yearly Examination Topics: F1, T1, T2, C1, E1, S1 | |
| | Term 1, Week 10 | Term 2, Week 10 | Term 3, Week 9/10 | |
| | Outcomes assessed MA11-1 MA11-2 MA11-8 MA11-9 | Outcomes assessed MA11-1 MA11-3 MA11-4 MA11-5 MA11-8 MA11-9 | Outcomes assessed MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9 | |
| Concepts, Skills and Techniques | 15 | 15 | 20 | 50 |
| Reasoning and Communication | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Murwillumbah High School Assessment Schedule

Mathematics Standard Pathways 1 & 2 – Year 11 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|--|---|---|---|-------------|
| | Class Test Topic: Measurement | Assignment/ Investigation Topic: Data Analysis | Yearly Examination All Year 11 Topics | |
| | Term 1, Week 9 | Term 2, Week 6 | Term 3, Week 9/10 | |
| | Outcomes assessed MS11-3 MS11-4 MS11-9 MS11-10 | Outcomes assessed MS11-2 MS11-7 MS11-9 MS11-10 | Outcomes assessed MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10 | |
| Understanding, Fluency and Communicating | 15 | 15 | 20 | 50 |
| Problem Solving, Reasoning and Justification | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Murwillumbah High School Assessment Schedule

Mathematics Extension 1 – Year 11 2021

| Components | Task 1 | Task 2 | Task 3 | Weighting % |
|------------------------------------|--|--|--|-------------|
| | Assignment/ Investigation Topic: F1 | Class Test Topics: F2, T1, T2 | Yearly Examination Topics: F1, F2, T1, T2, C1, A1 | |
| | Term 1, Week 9 | Term 2, Week 8 | Term 3, Week 9/10 | |
| | Outcomes assessed ME11-1 ME11-2 ME11-6 ME11-7 | Outcomes assessed ME11-1 ME11-2 ME11-3 ME11-6 ME11-7 | Outcomes assessed ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7 | |
| Concepts, Skills and Techniques | 15 | 15 | 20 | 50 |
| Reasoning and Communication | 15 | 15 | 20 | 50 |
| Total % | 30 | 30 | 40 | 100 |

Murwillumbah High School Assessment Schedule

Music 1 – Year 11 2021

| Task Number | Task 1 | Task 2 | Task 3 | |
|--------------------------|---|--|---|--------------------|
| Nature of Task | Presentation of Musicology Portfolio Topic 1 This submitted task will take the form of an aural analysis portfolio and a live viva voce (spoken presentation). | Composition Topic 2 Presentation of an original composition. Students will submit detailed notation, a recording or live performance and a composition portfolio. | Yearly Examination Topic 3 a) Performance b) Aural There will be two separate components to this examination. A performance and a written aural analysis exam. | |
| Component | Term 2, Week 7 | Term 3, Week 4 | Term 3, Week 9/10 | |
| Outcomes assessed | a) P2, P4, P5, P6, P7, P10, P11 b) P2, P4, P5, P6, P10, P11 | P2, P3, P5, P6, P7, P8, P9, P10, P11 | a) P1, P2, P9, P10, P11 b) P4, P5, P6, P7, P8, P10, P11 | |
| Components | | | | Weighting % |
| Performance | | | (a) 25 | 25 |
| Composition | | 25 | | 25 |
| Aural | a) 10 | | (b) 15 | 25 |
| Musicology | b) 25 | | | 25 |
| Total % | 35 | 25 | 40 | 100 |

Murwillumbah High School Assessment Schedule

Physics – Year 11 2021

| Component | Task 1 | Task 2 | Task 3 | Weighting % |
|----------------------------------|---|---|---|-------------|
| | Depth Study 1 Practical/Secondary Source Dynamics | Depth Study 2 Practical/Secondary Source Waves and Thermodynamics | Yearly Examination | |
| | Term 2, Week 4 | Term 3, Week 1 | Term 3, Week 9/10 | |
| | Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 | Outcomes assessed PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-6 PH11/12-7 | Outcomes assessed PH11/12-4 PH11/12-5 PH11/12-6 PH11-8 PH11-9 PH11-10 PH11-11 | |
| Skills in Working Scientifically | 25 | 25 | 10 | 60 |
| Knowledge and Understanding | 5 | 5 | 30 | 40 |
| Total % | 30 | 30 | 40 | 100 |

Murwillumbah High School Assessment Schedule

PD/Health/PE – Year 11 2021

| Component | Task 1 | Task 2 | Task 3 | |
|--|--|--|---|------------|
| | Research Task | Exam Style Question | Yearly Examination | |
| | Term 2 Week 2 | Term 3, Week 5 | Term 3, Week 9/10 | |
| | Outcomes assessed P2, P4, P5, P6, P10, P11, P16 | Outcomes assessed P6, P8, P10, P12, P15, P16, P17 | Outcomes assessed P1, P2, P3, P5, P7, P8, P9, P12, P13, P14, P15, P16, P17 | |
| Component to be assessed: Knowledge and understanding of course content | 15% | 20% | 20% | 55% |
| Component to be assessed: Skills in critical thinking, research and analysis | 15% | 15% | 15% | 45% |
| Total % | 30% | 35% | 35% | 100 |

Murwillumbah High School Assessment Schedule Primary Industries VET – Year 11 2021

Student Competency Assessment Schedule

| Assessment Events for AHC20116 Certificate II in Agriculture (2units x 2years) Preliminary | | | Event 1 | Event 2 | Event 3 | Event 4 | Event 6 Work Placement 1* | Event 7 Preliminary Yearly Exam** |
|---|-----------|---|------------------------------|------------------------------|------------------------------|-------------------------------|---------------------------------|--|
| | | | Term 1 Week 3 Date: | Term 2 Week 2 Date: | Term 3 Week 5 Date: | Term 3 Week 10 Date: | Term Week Date: | Term 3 Week 9 -10 Date: |
| Cluster | Code | Unit of Competency | | | | | | |
| 1 | AHCWHS201 | Participate in work health and safety processes | ✓ | | | | | |
| 4 | AHCCHM201 | Apply chemicals under supervision | | ✓ | | | | |
| 4 | AHCPMG201 | Treat weeds | | | ✓ | | | |
| 8 | AHCLSK209 | Monitor water supplies | | | ✓ | | | |
| 8 | AHCLSK211 | Provide feed for livestock | | | ✓ | | | |
| 5 | AHCLSK202 | Care for health and welfare of livestock | | | | ✓ | | |
| 5 | AHCLSK204 | Carry out regular livestock observation | | | | ✓ | | |
| 5 | AHCLSK205 | Handle livestock using basic techniques | | | | ✓ | | |
| 5 | AHCLSK206 | Identify and mark livestock | | | | ✓ | | |

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate II in Agriculture AHC20116** or a Statement of Attainment towards a **Certificate II in Agriculture AHC20116**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

**** Selected units only, to be confirmed by your teacher.** Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy.

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

Murwillumbah High School Assessment Schedule

Retail Services – Year 11 2021

| Cluster Tasks | Competency | Approximate Time Frame |
|--|---|------------------------|
| Event 1 There's no I in team | SIRXIND001 Work effectively in a team SIRXCOM002 Work effectively in a service environment | Term 1, Week 11 |
| Event 2 Better safe than sorry | SIRXWHS002 Contribute to workplace health & safety SIRXIND002 Organise & maintain the store environment | Term 2, Week 6 |
| Event 3 Cash me outside | SIRXCEG001 Engage the customer SIRXCEG002 Assist with customer difficulties SIRXCEG003 Build customer relationships & loyalty | Term 3, Week 9 |

The assessment components above are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency to industry standard. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

| | Additional Requirements | Approximate Time Frame |
|-------------------------|---|------------------------|
| Work Placement | WORK PLACEMENT is a NESA mandatory requirement for this course – 35 hours minimum for each year of study. Work placement must be completed by the end of week 10, term 2 or an N-determination may result in the unsuccessful completion of the course. | Term 2, Week 7 |
| Preliminary Exam | | Term 3, Week 7-8 |

This schedule has been prepared from documentation provided by and endorsed by Tamworth RTO 90162. Note: components and timings of assessments for 2021 for this course have not yet been finalised, students will be given an updated schedule if and when changes are made.

On successful completion of all requirements, students will be issued a statement of attainment for the competencies achieved.

Successful completion of the HSC course will enable students to attain SIR30216 Certificate III in Retail.

Murwillumbah High School Assessment Schedule

Sport, Lifestyle & Recreation – Year 11 2021

| Component | Task 1A | Task 1B | Task 2A | Task 2B | Task 3 | Weighting % |
|-----------------------------|--|--|--|--|--|-------------|
| | Practical Application | Practical Application | Practical Task | Practical Task | Performance and Application Task | |
| | Term 1, Week 7 | Term 2, Week 9 | Term 1, Week 9 | Term 2 Week 8 | Term 3, Week 7 | |
| | Outcomes assessed 1.1, 1.3, 2.3, 3.1, 3.2, 4.2, 4.4 | Outcomes assessed 1.1, 1.3, 3.1, 3.2, 4.1, 4.4, 5.2, 5.4, 5.5 | Outcomes assessed 2.5, 3.5, 3.6, 4.3, 4.5 | Outcomes assessed 2.5, 3.3, 3.5, 3.6, 4.4, 4.5, 5.3 | Outcomes assessed 1.2, 2.2, 3.3, 3.4, 4.5, 5.3, 5.5 | |
| Knowledge and understanding | 10 | 10 | 10 | 10 | 10 | 50% |
| Skills | 10 | 10 | 10 | 10 | 10 | 50% |
| Total % | 20% | 20% | 20% | 20% | 20% | 100% |

Murwillumbah High School Assessment Schedule

Work Studies – Year 11 2021

| Task number | Task 1 | Task 2 | Task 3 | |
|---|---|---|---------------------------|------------|
| Nature of task | Core: My Working Life Survey and analysis | Portfolio Preparing a Job Application | Yearly Examination | |
| Timing | Term 1, Week 7 | Term 2, Week 8 | Term 3, Weeks 9/10 | |
| Outcomes assessed | 1, 2, 4, 5, 8 | 5, 6, 7 | 1, 2, 3, 4, 7, 8, & 9 | |
| Components | Weighting % | | | |
| Knowledge and understanding of course content | 10 | 10 | 10 | 30 |
| Skills outcomes and course content. | 20 | 30 | 20 | 70 |
| Total % | 30 | 40 | 30 | 100 |

A GLOSSARY OF KEY WORDS

| | |
|-----------------------|--|
| 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, utilise, employ in a particular situation |
| Appreciate | Make a judgement about the value of |
| Assess | Make a judgement 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 | Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (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 | Recognise or note/indicate as being distinct or different from; to note differences between |
| Evaluate | Make a judgement 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 | Recognise 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 |

It is important to note that exam questions for the HSC will also continue to use self-explanatory terms such as “how” or “why” or “to what extent”. While key words have a purpose, they will not set limits on legitimate subject-based questions in exam papers.

Key words and levels of response

Along with the mark value and space provided in exam booklets, the key words can help a student to judge how much an answer needs to cover.

The table below provides a general guide to the kind of response required by each of the key words. The table is not intended to be prescriptive, and you will notice that some key words appear in more than one row.

| Groupings of syllabus knowledge, skills and understanding | Groupings of key words |
|---|--|
| Skills in analysis and critical thinking | Analyse, distinguish, examine, explain, extract, investigate |
| Skills in application and performance | Demonstrate, discuss, apply, calculate, construct |
| Knowledge, recall and understanding | Define, describe, explain, give an account, identify, outline, recall, recount |
| Skills in evaluation | Appreciate, assess, discuss, evaluate, justify, predict, account for |
| Skills in problem-solving | Apply, calculate, clarify, compare, contrast, construct, deduce, demonstrate, investigate, predict, propose, recommend |
| Skills in synthesis and creative thinking | Classify, extrapolate, interpret, summarise, synthesise |

The left-hand column in the table is a grouping of the knowledge, skills and understanding typically found in Stage 6 syllabuses.

The key words from the glossary are grouped in the right-hand column alongside the groupings of knowledge, skills and understanding.

The terms in the right-hand column such as “describe”, “identify” and “outline” are typically used in questions requiring recall of knowledge. Questions using these terms generally require less depth and are worth fewer marks than questions using terms such as “assess”, “evaluate” and “justify” which call for higher-order thinking. The latter generally require an answer of greater depth and usually attract higher marks.