

Pendle Hill High School



Pendle Hill High School
Responsibilities Respect Rights Learning

Preliminary Assessment Handbook

Year 11, 2019

Contents

Course Requirements

Assessment Requirements

Schedule of Formal Assessment Tasks

A MESSAGE FROM THE PRINCIPAL

This booklet contains important information which will assist you in fulfilling all the requirements for the Higher School Certificate (HSC).

It contains:

- General Information about the Higher School Certificate
- School Assessment Procedures
- Assessment Schedules for each Subject
- Summary of Assessment Tasks.

The information includes details of NESA (the NSW Education Standards Authority) requirements for the HSC and Pendle Hill High School's specific rules to ensure these requirements are met. Most importantly, it sets out the School Assessment Procedures which must be adhered to so that everyone is treated fairly and equitably. Following these will enable you to maximise your marks. Remember that your school assessment will contribute 50% to your final HSC result.

It is vital that you spend time to thoroughly read and understand your rights and responsibilities in regard to assessment. If in doubt, ask.

Commitment, organisation and planning are the keys to a successful year for you. It is most important that you develop your own assessment calendar, that you use your homework diary and that you plan your time. If you have not done this in the past, now is the time to start.

If you are experiencing difficulty in planning, in meeting assessment requirements, if you are feeling stressed or if you are unsure about anything, you should seek help immediately. Our school really wants every one of you to succeed and reach your potential. We will work with you to solve problems. If we do not know there is a problem, we cannot help.

These people will be able to help you:

- Head Teacher or your classroom teacher for subject specific issues.
- Year Adviser
- School Counsellor
- Deputy Principals
- Principal

You must also read and keep your copy of the NESA booklet "HSC Rules and Procedures".

One of the most important things you can do for yourself is to ensure that you have balance in your life during this year. The HSC is an important part of your life but it is not your whole life. Make sure that you include in your planning some relaxation time, some exercise and some time with friends. Adequate and a regular sleeping pattern is also an important element of HSC success. This will help you reduce stress and be more focussed when you are working. Explain your study plan to your parents and family and enlist their support during this time.

Remember that all of you are very capable and that if you make a commitment and do your best, you will achieve your goals.

I wish each of you a successful and fulfilling Preliminary HSC year.

Mrs Judy Sims
Principal

HSC INFORMATION AND REQUIREMENTS

Credentials

The **Higher School Certificate** is awarded to students who have fulfilled all eligibility requirements. The **Higher School Certificate Record of Achievement** is awarded, upon leaving school, to students who have satisfactorily completed any Preliminary or HSC Course.

The NESAs booklet Higher School Certificate Rules and Procedures is issued to all students in Year 12.

Patterns of Study

To qualify for the Higher School Certificate students must study a Preliminary course pattern comprising at least 12 units and an HSC pattern of study comprising **at least ten units**. Both patterns must include:

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

To satisfy pattern of study requirements for the Higher School Certificate, a student may count a maximum of six Preliminary units and six HSC units from courses in Science.

Students must also complete the HSC: All My Own Work Program.

Satisfactory Completion of a Course

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

- (a) **followed** the course developed by the NESAs or endorsed by the NESAs; and
- (b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) **achieved** some or all of the course outcomes.

Satisfactory completion of the Preliminary course is a prerequisite for entry into an HSC course. In cases of non-completion of course requirements (both Preliminary and HSC), an N determination (non-award) may be made.

For courses where internal assessment marks are submitted to the NESAs, students must make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks. It is emphasised that completion of tasks worth exactly 50% is not sufficient; tasks worth more than 50% must be attempted.

In the case of competency based courses, where a student has not successfully completed any units of competency, it is a matter for the teacher's professional judgement to determine whether attempts by the student to complete the course are genuine.

Where students are studying an HSC course that includes a requisite examination, students must sit for and make a genuine attempt at such examinations.

Attendance at school and in all classes is part of satisfactorily completing any course. A minimum of 85% attendance is expected if you are to satisfactorily complete course work requirements.

VET Courses Mandatory Work Placement

The courses in the VET Industry Curriculum Frameworks have been designed to deliver units of competency that are drawn from Industry Training Packages.

Work placement is a mandatory HSC requirement of each framework course and for some other VET courses. For each course, a minimum number of hours is required in the workplace to enable students to progress towards the achievement of industry competencies and to practise skills acquired in the classroom or workshop. **If you fail to undertake the mandatory work placement component of a VET course, you will be issued with a non completion of course determination.**

The "N" Determination

Students who have not complied with the above requirements will not be regarded as having satisfactorily completed a course. The Principal will award that student the "N" determination. Such unsatisfactorily completed courses will not appear on the student's Record of Achievement and may mean that the student is no longer eligible to receive a Higher School Certificate.

If an "N" determination results in a student not satisfactorily completing the required pattern of study, the student may complete the pattern by either repeating that course or undertaking another course(s) within a five-year accumulation period. Students who have received an "N" determination have a right of appeal.

Course Documents

The details of all examinable topics, and experiences necessary for completing each NESA Developed course, are contained in the following documents:

- (a) NESA Assessments;
- (b) Prescribed texts;
- (c) Official Notices in the NESA Bulletin.

Copies of these documents are accessible to teachers, students and parents and are available on NESA' website at <http://www.NESA.nsw.edu.au>.

ASSESSMENT REQUIREMENTS

The information contained in this section of the Assessment Handbook is based upon the latest information available. Accordingly, the school reserves the right to make changes as they become necessary. Any alterations will be made known in writing to the relevant students as early as possible.

What are Assessments?

Assessment marks are determined by the classroom teacher based upon NESA requirements. NESA has **prescribed** the components and weightings that must be used in

each subject. Schools are required to develop measuring devices, known as **tasks** to be used to assess the identified components.

Purpose of School Assessment

The School Assessment is intended to provide an indication of the student's attainment which is based on:

- (a) a wide range of Assessment outcomes;
- (b) measures and observations obtained throughout the course rather than at a single examination.

Assessment allows due weight to be given to indications of a student's achievement which, although evident to the classroom teacher, may not be adequately assessed by a single examination.

The final Assessment mark submitted by the school to NESAs is a measure of the students' achievement **relative** to each other by the end of the HSC course in Year 12. Students should be aware that **it is their position in the school's order of merit**, not the actual mark earned, **that decides their final mark** in a particular subject. Teachers will award marks only for each student's actual performance on each task as shown by the quality of the work submitted, not for their potential performance.

Formal and Informal Tasks

Students are required to apply themselves with diligence and sustained effort to the set tasks and other experiences provided in the course by the school. In each course some of the tasks will be counted towards the Assessment and some will not. Those that are counted towards the Assessment program are called **formal** tasks whilst those that are not are called **informal** tasks. Students will be given appropriate notice as to which tasks are part of the formal Assessment program. **Tasks that are not formally assessed must be satisfactorily completed, while formal tasks must be satisfactorily attempted** to provide an indication of the level of the student's attainment of course outcomes.

Handing in your Assessment Task

You must hand in your task with a completed Pendle Hill High School Assessment Task Cover Sheet. You must be at school and present in all classes on the day a task is to be handed in, unless you are absent through illness and have a medical certificate.

Failure to present a medical certificate or to have been granted leave by the Principal will result in a zero mark being awarded. It should be noted that a letter from a parent will not be sufficient to satisfy this requirement.

Late Submission of Work

Penalties apply in cases of late submission of work. Work must be handed in on the due date and submission time notified or a penalty applies. All work submitted after the due date and time will score a mark of zero.

To avoid penalty, assignments consisting of more than one part should be submitted in their entirety on or before the due date. Separate parts submitted after the due date will attract penalty in such a way that the **whole of the work** shall be deemed to have been submitted at the later time.

Illness or Misadventure

A student may appeal to the school for special consideration if performance was affected by illness or misadventure immediately before or during an examination or other task.

You will need to complete the Pendle Hill High School Years 11 and 12 Assessment Appeal Form and hand it in at Reception. You must attach all required documentation to your appeal form.

A medical certificate is always required in the case of illness. The certificate must include

- diagnosis of medical condition
- date of onset of illness
- date(s) and time(s) of all consultations / meetings relating to this illness
- description of how your condition / symptoms could affect your assessment task performance
- if you are absent on the day of an assessment task or on the day an assessment task is to be submitted, the doctor **MUST** certify that you are medically unfit to sit for the assessment task or to attend school.

It is the student's responsibility to lodge a written application **within 48 hours** of the task being held. Only in exceptional cases will late requests be considered.

The illness/misadventure process does **not** cover:

- loss of preparation time.
- alleged inadequacy of teaching.
- loss of study time or facilities, prior to any Assessment task.
- misreading of an examination timetable or Assessment schedule.
- failure to complete the correct paper at an examination.
- long-term illness such as glandular fever, asthma and epilepsy - unless there is evidence of a "flare-up" during an Assessment task.

Extensions of Time

Extensions of time will be granted to students only in **exceptional circumstances** and only where satisfactory documentary evidence can be provided. **You will need to submit a completed Pendle Hill High School Years 11 and 12 Assessment Appeal Form** well before the task due date. Requests for extension of time because of holidays, routine medical or dental appointments, driving tests, part time work and sport commitments are likely to be unsuccessful.

No allowance will be made for failure of a student's computer hardware (including printers, hard disk drives, USB's etc.) and software. Students are advised to keep back-ups of all work completed on computer equipment. Such back-ups should include USB and hardcopy.

Procedures relating to malpractice and cheating

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be your own. Malpractice, including plagiarism, could lead to you receiving zero marks and may jeopardise your HSC results. Any component of a student's work that has been written,

created or developed by others must be acknowledged. Use or inclusion of material from other sources, such as books, journals and electronic sources, including the internet, must be acknowledged.

Malpractice or cheating is dishonest behaviour that allows you to gain an unfair advantage over other students. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- buying, stealing or borrowing another person's work and presenting it as your own
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an examination
- using non-approved aides during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice

Should malpractice, plagiarism or cheating be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own eg by providing diaries, journals or notes, working plans or sketches and progressive drafts to show the development of ideas; answering questions about the assessment task, examination or submitted work to demonstrate their knowledge, understanding and skills.

Conduct during examinations

1. You must follow the day-to-day rules of the school or institute where you sit for your examinations. Failure to observe these rules may result in zero for the examination or no result for the course or non-award of a Higher School Certificate.
2. You must follow the supervisors' instructions at all times and must behave in a polite and courteous manner towards the supervisors and other students.
3. You must answer all required questions. If you only answer the multiple choice questions it is not considered to be a serious attempt and you may have the course cancelled.
4. You must not:
 - a. take a mobile phone or programmable watch or device into the examination room;
 - b. take any electronic device into the examination room, except an approved calculator
 - c. borrow any equipment during an exam;
 - d. speak to any person other than a supervisor during an examination;
 - e. behave in any way likely to disturb the work of any other student or upset the conduct of the examination;

- f. attend an examination while under the influence of alcohol or illegal drugs;
 - g. take into the examination room any books or notes, any paper, or any equipment other than the equipment listed in the examination timetable;
 - h. smoke in the examination room;
 - i. eat in the examination room except as approved by NESAs;
 - j. take any writing booklets or exam papers, whether used or not, from the examination room.
5. No responsibility will be taken for the safe-keeping of any unauthorised material or equipment surrendered to supervisors before or during the examinations.
 6. If you do not follow these rules, or if you cheat in the examinations in any way, you may be asked to leave the examination room and will be reported to NESAs. The penalty may be cancellation of papers for the course concerned, or of all papers, and as a consequence you may be ineligible for a Higher School Certificate.
 7. If you do not make a serious attempt at an examination, you may not receive a mark in that course and may not be eligible for the award of the Higher School Certificate.

Supervisors of Marking will bring to the NESAs's attention examination answers that contain frivolous or objectionable material.

Answers not written in English, except where required or permitted by the question paper, may be classified as non-serious.
 8. Actions which breach the examination rules and may be illegal will be reported to the police.

Student Absence When Assessment Information Is Given Out

It is the responsibility of every student to enquire or ascertain whether Assessment tasks were given out during the period of absence. Absence on the date of issue of a task will not be sufficient reason for a student to apply for an extension or for any other consideration to be given when tasks are being marked. This Handbook gives a Schedule of Tasks and their anticipated dates. Such notification should be taken to be advisory. Faculties will provide written notification of the exact date of each assessment task. In general, teachers will give a minimum of 10 school days notification of an Assessment task.

Prolonged Absences

Where a student suffers from prolonged illness, absence or misadventure, and it is inappropriate that the original task be undertaken, the Principal may require the submission of a substitute task. Alternatively, the Principal may authorise the use of an estimate.

Use of a Zero, Estimate or Substitute Task

Where a **zero** mark has been awarded it is an indication that the task was not attempted by a student or that a non-serious attempt resulted in the award. An **estimate or substitute task** would only be awarded where a student had an approved absence and had satisfied all other Assessment requirements. In exceptional circumstances where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate, the Principal may authorise the use of an estimate based on other appropriate material.

Non Attempt of Tasks and/or Non Serious Attempt of Tasks

Students must make a serious attempt at all set tasks, not just those identified as formal assessment tasks. When a student does not attempt a task, a mark of zero will be awarded for that task.

A mark of zero will also be awarded where a student is deemed to have made a non serious attempt at a task.

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

Effects of Unsatisfactory Completion of Tasks

Students who have not completed tasks worth more than 50% of the total Assessment mark will be ineligible for the award of the H.S.C. in that subject as the Principal will be required to certify to NESAs that the course has not been satisfactorily studied. This will mean that the subject may not appear on the student's Record of Achievement and that the student may no longer be eligible to receive a Higher School Certificate.

Schedule of Assessment Tasks and Notice of Date of Individual Tasks

A **Schedule of Assessment Tasks** will be issued to all students prior to the start of the Preliminary/HSC Assessment program and is included in this handbook. The timing of these tasks is approximate although all efforts will be made to carry out designated tasks as closely as possible to the week/term indicated. Changes to task dates will be notified to students by the faculty, in writing. Students will be given 10 school days written notification of the exact date of an assessment task.

Additional tasks may be set, if required. This may be necessary when a particular task fails to discriminate sufficiently between candidates. The sequence of tasks, task description and the weighting of tasks may be subject to some variation. However, any variation will still comply with NESAs requirements for individual courses and students will be notified in writing .

Feedback Given to Students on Performance

Grades, marks or special comments may be used as alternative forms of feedback based on individual performance.

Cumulative progress may be gauged from school reporting procedures in several stages: at the Half Yearly and Yearly Reports issued to parents during the Preliminary Year **or** from the Half Yearly and Yearly Reports issued to parents during the HSC Year. The Trial H.S.C. will generally report the student's *final* Assessment rank.

Review of Student Grade Awarded for a Particular Task

Results of Assessment tasks (i.e., grades) can only be queried at the time the tasks are returned. It is the student's responsibility to ensure that any clerical errors (e.g. the addition of marks) or allegations of unmarked questions are brought to the attention of the

class teacher **at the time** the task is returned. Once the student has removed a marked script from the classroom no variation to marks resulting from clerical errors will be considered.

Students are warned that they should not mark or deface examination scripts or other Assessment tasks in any way as this may count against them in the event of a dispute.

Assessment Commencement and Conclusion

The Assessment of the Preliminary Year will commence in Term 1 of Year 11 and conclude with the Yearly Examination in Year 11.

The assessment of the HSC Year will not commence before Term 4 in Year 11. In general, the Assessment program will conclude with the Trial Higher School Certificate Examination undertaken in Year 12.

School Review of Assessments

The school has established internal procedures for dealing with any problems arising from its Assessment program. Where a student considers that his/her particular case has been considered unfairly the right to review by the Assessment Review Committee exists.

The grounds for a review undertaken by the school are limited to ensuring that:

- (a) the weightings used by the school in its assessment program conform to the NESA's requirements as detailed in the Assessment;
- (b) the procedures used by the school for determining the final assessment marks conform with its stated assessment program;
- (c) there have been no computational or clerical errors in the determination of the assessment mark.

There is no avenue for the review of marks awarded for individual Assessment tasks. Reviews are limited to the Assessment process.

The school's Assessment Review Committee will consist of:

- The Head Teacher of the course involved in the review.
- An Independent Head Teacher.
- Another member of the school's executive nominated by the Principal.

Should the need arise, the Assessment Review Committee may be convened at any time during the Assessment process.

All correspondence with the school's Assessment Review Committee **must** be in writing and submitted through the Year Adviser. The Committee will advise the student in writing of the result of its deliberations.

Appeals to the NESA

Where possible, all reviews will be resolved within the school. Provision has been made, however, for subsequent appeals to the NESA. There is no appeal against the marks awarded for individual assessment tasks.

The NESA will only consider whether the school review process was adequate and that the conduct of the review was proper in all respects.

Since the appeal is directed to the assessment process, the NESA itself will not revise the assessment marks or rank order. If the appeal is upheld, the NESA will direct the school to conduct a further review.

There is a **closing date** for appeals to the NESA and a special application form to be completed should such an appeal be lodged. These appeals should be submitted through the school on the appropriate form.

Schedule of Formal Assessment Tasks

Please note:

1. **Dates are a guide only.** They are subject to change. Any variation to dates will be given in writing in accordance with the Pendle Hill High School Assessment Policy.

2. **You will be given a Pendle Hill High School Assessment Task Cover Sheet for each assessment task.** This sheet will include the task description, outcomes to be assessed and marking criteria.

You must sign the Student Confirmation on the cover sheet and keep the Assessment Task Receipt, signed by your teacher when you hand in your completed task.

3. You will need to complete the Pendle Hill High School Years 11 and 12 Assessment Student Appeal Form in the case of illness, accident, misadventure or when seeking an extension of time or when appealing against your grade or course rank. This form is available at Reception and on the school website www.pendlehill-h.schools.nsw.gov.au/ and must be completed and returned to Reception.



Pendle Hill High School

Assessment Task Cover Sheet

Faculty/Subject:		Assessment Task No:	
Year:		Assessment weighting:	
Date Given:		Due date and time:	
Student name:		Teacher:	
Submission Instructions			
<ul style="list-style-type: none"> ➤ The task must be completed by the due date. Hard copies must be handed to your regular classroom teacher during school hours and signed for. ➤ Email submissions must be sent to the following email account: ➤ Assignments received after 3:15pm on the due date will be classed as a late submission, unless an alternate time is stated on the assessment cover sheet. ➤ Students must attend school and all scheduled classes on the due date of the assessment. See assessment handbook for details. 			
Absence/Late Submission			
<p>Late submission:</p> <ul style="list-style-type: none"> ➤ For students in Years 11 and 12, the penalty is zero for work submitted after the due date and time. An immediate N award warning letter will be mailed to parents. ➤ For students in Years 7, 8, 9 and 10 the penalty is 20% of total mark per day (not marks scored). The penalty includes weekend and public holidays. This will result in an N award warning letter being mailed to parents for Year 9 and 10 students. <p>Absence:</p> <ul style="list-style-type: none"> ➤ Year 11 -12 - you are required to complete and submit to the front office an Assessment Appeal form within 48 hours of returning to school. ➤ Year 7 -10 - if you are absent from school on the day the task is to be completed, you are required on your return to school to provide a medical certificate or other documentation to the front office and your class teacher. ➤ Failure to provide adequate documentation will result in late submission penalties being applied. 			
Student Confirmation - please tick			
<ul style="list-style-type: none"> <input type="radio"/> This is all my own work. I have referenced any work used from other sources and have not plagiarised the work of others. I understand that plagiarised work will receive zero marks and an N award warning letter. <input type="radio"/> I have attached a complete bibliography - where appropriate. <input type="radio"/> I have kept a copy of my assignment. 			
Student Signature: _____			

Assessment Task Receipt

Students are to complete before handing in. Teacher signs the receipt that must be kept by the student.

Student Name: _____ Subject: _____

Task No: _____ Due Date: ____/____/____ Date submitted: ____/____/____

Student Signature: _____ Teacher Signature: _____



Pendle Hill High School

Years 11 & 12 Assessment Appeal Form

Submit this form and your supporting documentation to the front office. You must retain a copy of what you submit. It is the student's responsibility to ensure that the assessment appeal form is submitted within 48 hours of returning to school after being away or 2 weeks prior to leave being taken. A separate form must be completed for each assessment task.

Section below completed by student

Category (please tick one)

- Application for extension (prior to assessment due date)
- Appeal due to illness, accident or misadventure
- Appeal in relation to the final assessment and/or course rank

Student's Name: _____ Year: 11 or 12

Course: _____ Task Number: _____

Nature of Assessment Task: _____

Due Date: ____/____/____ Class Teacher Name: _____

Reason for Appeal: state details to support your case (or attach statement)

Please tick the supporting documentation submitted:

- | | | | | |
|------------------------------------|-----|-----------------------|----|-----------------------|
| Medical Certificate: | Yes | <input type="radio"/> | No | <input type="radio"/> |
| Assessment draft: | Yes | <input type="radio"/> | No | <input type="radio"/> |
| Travel documentation for extension | Yes | <input type="radio"/> | No | <input type="radio"/> |

Other documentation:

_____/____/____ _____/____/____
Signature of student Date Signature of Parent Date

Front office use only

Office staff who received this form: _____

Date document received ___ / ___ / _____

Date you copied these documents and filed the original in the student's folder ___ / ___ / _____

Head Teacher you handed the copy to: _____

Date you handed the copy to the HT: ___ / ___ / _____

Executive use only

	Head Teacher Recommendation:	√	Executive decision and reason:	√
1.	Approved extension		Approved extension	
2.	Complete a substitute task		Complete a substitute task	
3.	Estimate to be given		Estimate to be given	
4.	No marks to be awarded		No marks to be awarded	
5.	Sit or submit the task without penalty		Sit or submit the task without penalty	
6.	Task to be submitted with penalty		Task to be submitted with penalty	

Assessment New Due Date: ___ / ___ / _____

_____ / _____ / _____

Signature of Head Teacher

Date

Signature of Principal

Date

Copies of this form are available from Year Adviser, Head Teachers, the Reception Office, the school website and your Cohort Google Classroom page.

Assessment Appeal Notification to student

Student's Name: _____ Year: 11 or 12

Course: _____ Task Number: _____

Nature of Assessment Task:

Executive appeal outcome: approved / declined

Assessment New Due Date: ___ / ___ / _____

Date student was notified of outcome: ___ / ___ / _____ Student signature: _____

Year 11 2019 Schedule of Assessment Tasks

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
TERMM 4 2018											
TERM 1 2019						Physics	Maths Adv Maths Std Chemistry	English Adv English Std Maths Ext 1 PDHPE SLR SDD	CAFS	Ancient Hist Music	Modern Hist Biology
TERM 2	Informal Task: Half Yearly Exams					Hospitality & Construction Work Placement Maths Adv PDHPE SDD	Hospitality & Construction Work Placement English Adv English Std Maths Std Physics	Hospitality & Construction Work Placement Maths Ext 1 CAFS	Modern Hist Biology Chemistry	Ancient Hist Music SLR Biology	
TERM 3		English Ext 1	English Adv				Visual Arts		Yearly Exams	Yearly Exams	

CREATIVE ARTS

(Faculty)

Music (Subject)	2 (Unit Task Weighting)	(Course title, if applicable)
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

School-based Assessment in Stage 6

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal (formative) assessment and formal (summative) assessment to provide information about student achievement of syllabus outcomes. Informal and formal assessment assists teachers to make judgements about student progress. A range of assessment activities and tasks provides opportunities for students to demonstrate achievement of syllabus outcomes in different ways.

Informal assessment

Teachers use informal assessment opportunities throughout the teaching and learning cycle to gather evidence about how students learn and what they know. Informal assessment includes activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment.

These activities provide evidence for teachers and inform feedback to students in relation to improving their learning. Informal assessment may include a range of strategies such as questioning, class discussion, observations and student self-evaluation.

Formal assessment

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings. A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together.

Tests of limited scope (ie include a small number of content areas or topics or modules) will continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations.

A formal written examination is defined as a task such as a Half Yearly, Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen

questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed at that point in time. Schools are able to schedule more than one written examination to provide opportunities for students to prepare for and experience examination conditions. However, only one formal written examination can contribute to a formal assessment schedule.

Evidence gathered through formal assessment assists teachers to report on student achievement in relation to syllabus outcomes and standards at a point in time, and is often used for grading or ranking purposes. The components and weightings and the prescribed nature of some tasks ensure a common focus for school-based assessment in a course across schools, while also allowing for flexibility in the design of some tasks at the school level.

Further guidance and advice can be found on the NESA website.

Year 11 Music 1 School-based Assessment Requirements

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Performance	25
Composition	25
Musicology	25
Aural	25
	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.

Pendle Hill Assessment Schedule Music 1 – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Performance	Musicology/Composition	Exam	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Weeks 9/10	
Outcomes assessed	P1, P2, P9, P10, P11	P3, P4, P5, P6, P7 P8	P5, P6, P4, P10	
Component				Weighting %
Performance	25			25
Composition		25		25
Musicology		25		25
Aural			25	25
Total %	25	25	25	100

CREATIVE ARTS

(Faculty)

Visual Arts (Subject)	2 (Unit Task Weighting)	(Course title, if applicable)
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The components and weightings for Year 11 are mandatory.

Components	Weighting %
Artmaking	50
Art criticism and art history	50
Total	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.

Pendle Hill Assessment Schedule Visual Arts – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Experimental Works 2D mixed media Submission of 5–10 exploratory artworks Accompanying VAPD including evidence of material and conceptual experimentation with explanation of related artist's practice through the Frames	Exploring Representation 3D Forms Submitted artwork(s) exploring historical and contemporary representations of the body VAPD including the selection of 5 seminal artworks annotated to account for historical changes in the representation of the body over time	Yearly Examination Art Criticism and Art History Written Examination	
Timing	Term 2, Week 2	Term 3, Week 7	Term 3, Week 9	
Outcomes assessed	P1,P3, P4, P5, P6	P1, P2, P3,P4,P7,P10	P8, P9, P10	
Component				Weighting %
Artmaking	30	20		50
Art criticism and art history	10	10	30	50
Total %	40	30	30	100

ENGLISH (Faculty)

English (Subject)	2 (Unit Task Weighting)	Advanced (Course title, if applicable)
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

School-based Assessment in Stage 6

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal (formative) assessment and formal (summative) assessment to provide information about student achievement of syllabus outcomes. Informal and formal assessment assists teachers to make judgements about student progress. A range of assessment activities and tasks provides opportunities for students to demonstrate achievement of syllabus outcomes in different ways.

Informal assessment

Teachers use informal assessment opportunities throughout the teaching and learning cycle to gather evidence about how students learn and what they know. Informal assessment includes activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment.

These activities provide evidence for teachers and inform feedback to students in relation to improving their learning. Informal assessment may include a range of strategies such as questioning, class discussion, observations and student self-evaluation.

Formal assessment

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings.

A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together.

Tests of limited scope (ie include a small number of content areas or topics or modules) will continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations.

A formal written examination is defined as a task such as a Half Yearly, Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed at that point in time. Schools are able to schedule more than one written examination to provide opportunities for students to prepare for and experience examination conditions. However, only one formal written examination can contribute to a formal assessment schedule.

Evidence gathered through formal assessment assists teachers to report on student achievement in relation to syllabus outcomes and standards at a point in time, and is often used for grading or ranking purposes. The components and weightings and the prescribed nature of some tasks ensure a common focus for school-based assessment in a course across schools, while also allowing for flexibility in the design of some tasks at the school level.

Further guidance and advice can be found on the NESA website.

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.

Information about the multimodal presentation in English Advanced

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

Pendle Hill Assessment Schedule English Advanced – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Reading to Write Imaginative Recreation The Divided Self	Module A – Contemporary Multi-modal Presentations Possibilities	Module B Close Study of Texts Exam	
Timing	Term 1, Week 8	Term 2, Week 7	Term 3, Week 3	
Outcomes assessed	EA11-1 EA11-2 EA11-5 EA11-9	EA11-2 EA11-6 EA11-7 EA11-8	EA11-7 EA11-8	
Component				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

ENGLISH (Faculty)

English (Subject)	2 (Unit Task Weighting)	Extension 1 (Course title, if applicable)
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

School-based Assessment in Stage 6

All teaching and learning activities are considered important for understanding course content and developing knowledge, understanding and skills in a subject. School-based assessment involves a range of informal (formative) assessment and formal (summative) assessment to provide information about student achievement of syllabus outcomes. Informal and formal assessment assists teachers to make judgements about student progress. A range of assessment activities and tasks provides opportunities for students to demonstrate achievement of syllabus outcomes in different ways.

Informal assessment

Teachers use informal assessment opportunities throughout the teaching and learning cycle to gather evidence about how students learn and what they know. Informal assessment includes activities undertaken and anecdotal evidence gathered throughout the teaching and learning process in a less prescribed manner than formal assessment.

These activities provide evidence for teachers and inform feedback to students in relation to improving their learning. Informal assessment may include a range of strategies such as questioning, class discussion, observations and student self-evaluation.

Formal assessment

Formal school-based assessment provides opportunities to gather evidence about student achievement of syllabus outcomes in different ways to the HSC examinations. Formal assessment tasks are those which students undertake as part of the school-based assessment program, reflecting specific course requirements, components and weightings.

A formal assessment task may contain more than one part. The task notification should detail the requirements for each part, including that all parts are to be submitted and/or completed together.

Tests of limited scope (ie include a small number of content areas or topics or modules) will continue to be relevant and appropriate methods of formal assessment. These types of tasks are not considered as formal written examinations.

A formal written examination is defined as a task such as a Half Yearly, Yearly or Trial HSC Examination completed during a designated examination period. It is undertaken

individually, under supervised examination conditions and includes one or more unseen questions or items. A formal written examination is used to gather evidence about student achievement of a range of syllabus outcomes, at a point in time. A formal written examination is often in the format of an HSC examination and typically draws from most or all content areas or topics or modules completed at that point in time. Schools are able to schedule more than one written examination to provide opportunities for students to prepare for and experience examination conditions. However, only one formal written examination can contribute to a formal assessment schedule.

Evidence gathered through formal assessment assists teachers to report on student achievement in relation to syllabus outcomes and standards at a point in time, and is often used for grading or ranking purposes. The components and weightings and the prescribed nature of some tasks ensure a common focus for school-based assessment in a course across schools, while also allowing for flexibility in the design of some tasks at the school level.

Further guidance and advice can be found on the NESA website.

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of complex texts and of how and why they are valued	50
Skills in complex analysis, sustained composition and independent investigation	50
	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must be a multimodal presentation about the Independent Related Project with a maximum weighting of 40%.

Information about the Independent Related Project in English Extension

The Independent Related Project provides students with the opportunity to develop independent research skills and demonstrate the knowledge, understanding and skills of the module: *Texts, Culture and Value* in a multimodal presentation.

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

No specific weightings have been allocated to the modes to allow flexibility in task design and to meet the needs and interests of students in a range of contexts.

Pendle Hill Assessment Schedule English Extension 1 – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Module – Texts, Culture & Value. In class essay Critical Response	Research Project Tutorial Presentation	Yearly Exam	
Timing	Term 2 Week 2	Term 3 Week 2	Term 3 Week 9	
Outcomes assessed	EE11-1 EE11-3 EE11-5	EE1-1 EE11-2 EE11-4 EE11-6	EE11-1 EE11-2 EE11-5	
Component				Weighting %
Knowledge and understanding of complex texts and how and why they are valued	5	10	10	25
<ul style="list-style-type: none"> • complex analysis • sustained composition • independent investigation 	10	10	5	25
Total %	15	20	15	50

ENGLISH (Faculty)

English (Subject)	2 (Unit Task Weighting)	Standard (Course title, if applicable)
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50
Total	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must be a multimodal presentation enabling students to demonstrate their knowledge, understanding and skills across a range of modes.

Information about the multimodal presentation in English Standard

The multimodal presentation is designed to provide students with the opportunity to demonstrate their knowledge, understanding and skills across all of the modes. A multimodal presentation includes at least one mode other than reading and writing such as listening, speaking, viewing and representing.

No specific weightings have been allocated to the modes to allow flexibility in task design and to meet the needs and interests of students in a range of contexts.

Pendle Hill Assessment Schedule English Standard – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Reading to Write Imaginative Recreation The Divided Self	Module A – Contemporary Multi-modal Presentations Possibilities	Module B Close Study of Texts Exam	
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9	
Outcomes assessed	EN11-1 EN11-6 EN11-9	EN11-1 EN11-2 EN11-3 EN11-5	EN11-5 EN11-7	
Component				Weighting %
Knowledge and understanding of course content	20	10	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	10	20	20	50
Total %	30	30	40	100

HSIE (Faculty)

Ancient History (Subject)	2 (Unit Task Weighting)	Preliminary Course (Course title, if applicable)
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
Total	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must be an Historical Investigation with a weighting of 20–30%.

Information about the Historical Investigation in Ancient History

The Historical Investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course.

The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Ancient History or History Extension courses.

Further information relating to the Historical Investigation is provided within the *Historical Investigation* section of the *Ancient History Stage 6 Syllabus*.

Pendle Hill Assessment Schedule Ancient History – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Research Report and Source Logbook – Troy	Historical Investigation	Exam	
Timing	Term 1 Week 10	Term 2 Week 10	TERM 3 Week 10	
Outcomes assessed	11-1 11-2 11-2 11-4 11-5 11-6 11-7 11-9	111-1 11-2 11-4 11-5 11-6 11-7 11-8 11-9 11-10	11-1 11-2 11-3 11-4 11-5 11-6 11-7 11-9 11-10	
Component				Weighting %
Knowledge and understanding of course content	5	5	30	40
Historical skills in the analysis and evaluation of sources and interpretations	10	10		20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

HSIE (Faculty)

Modern History (Subject)	2 (Unit Task Weighting)	(Course title, if applicable)
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of the course content	40
Historical skills in the analysis and evaluation of sources and interpretations	20
Historical inquiry and research	20
Communication of historical understanding in appropriate forms	20
Total	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must be an Historical Investigation with a weighting of 20–30%.

Information about the Historical Investigation in Modern History

The Historical Investigation may be undertaken as a standalone study or integrated into any aspect of the Year 11 course.

The investigation must not overlap with or duplicate significantly any topic to be attempted in the Year 12 Modern History or History Extension courses.

Further information relating to the Historical Investigation is provided within the *Historical Investigation* section of the *Modern History Stage 6 Syllabus*

Pendle Hill Assessment Schedule Modern History – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Source Analysis The Decline and Fall of the Romanov Dynasty	Research & Oral Presentation Historical Investigation	Yearly Examination	
Timing	Term 1, Week 11	Term 2, Week 9	Term 3, Week 9	
Outcomes assessed	MH11-3, MH11-6, MH11-7 MH1-9	MH11-5, MH11-6, MH11-7 MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3 MH11-4, MH1-5, MH11-9	
Component				Weighting %
Knowledge and understanding of the course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100

MATHEMATICS (Faculty)

Mathematics (Subject)	2 (Unit Task Weighting)	Advanced (Course title, if applicable)
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50
Total	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%.

Information about optional assignment or investigation-style tasks in Mathematics

An assignment or investigation-style task should provide opportunities to gather evidence about the:

- achievement of a range of outcomes
- demonstration of knowledge and skills in different ways to the HSC examinations.

An assignment or investigation-style task provides application and modelling opportunities.

The following examples provide some approaches to task types:

- an investigative project or assignment involving presentation of work in class
- an independently chosen project or investigation
- scaffolded learning tasks culminating in an open-ended or modelling style problem
- a guided investigation or research task involving collection of data and analysis.

Pendle Hill Assessment Schedule Advanced Mathematics – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Topic Test	Investigation	Yearly exam	
Timing	Term 1 Week 7	Term 2 Week 6	Term 3 Week 9/10	
Outcomes assessed	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-5, MA11-8, MA11-9	MA11-1 to MA11-9	
Component				Weighting %
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	15	15	20	50
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	15	15	20	50
Total %	30	30	40	100

MATHEMATICS (Faculty)

Mathematics (Subject)	1 (Unit Task Weighting)	Extension 1 (Course title, if applicable)
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50
Total	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%.

Information about optional assignment or investigation-style tasks in Mathematics

An assignment or investigation-style task should provide opportunities to gather evidence about the:

- achievement of a range of outcomes
- demonstration of knowledge and skills in different ways to the HSC examinations.

An assignment or investigation-style task provides application and modelling opportunities.

The following examples provide some approaches to task types:

- an investigative project or assignment involving presentation of work in class
- an independently chosen project or investigation
- scaffolded learning tasks culminating in an open-ended or modelling style problem
- a guided investigation or research task involving collection of data and analysis.

Pendle Hill Assessment Schedule Mathematics Extension 1 – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Topic Test	Investigation	Yearly exam	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9/10	
Outcomes assessed	ME11-1, ME11-2, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME11-1 to ME11-7	
Component				Weighting %
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	15	15	20	50
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	15	15	20	50
Total %	30	30	40	100

MATHEMATICS (Faculty)

Mathematics (Subject)	2 (Unit Task Weighting)	Standard Mathematics (Course title, if applicable)
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	50
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	50
Total	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%.

Information about the assignment or investigation-style task in Mathematics Standard

The length and scheduling of the assignment or investigation-style task is at the discretion of the school. The task should provide opportunities to gather evidence about the:

- achievement of a range of outcomes
- application of Working Mathematically components
- demonstration of knowledge and skills in different ways to the HSC examinations.

task provides application and modelling opportunities.

Outcomes that are content specific should be assessed and should include the following:

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

The following examples provide some approaches to task types:

- an investigative project or assignment involving presentation of work in class
- an independently chosen project or investigation
- scaffolded learning tasks culminating in an open-ended or modelling style problem
- a guided investigation or research task involving collection of data and analysis.

Pendle Hill Assessment Schedule Standard Mathematics – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Topic Test	Investigation	Yearly exam	
Timing	Term 1 Week 7	Term 2 Week 7	Term 3 Week 9/10	
Outcomes assessed	MS11-1, MS11-2, MS11-3, MS11-4, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-6, MS11-8, MS11-9, MS11-10	MS11-1 to MS11-10	
Component				Weighting %
Concepts, skills and techniques Use of concepts, skills and techniques to solve mathematical problems in a wide range of theoretical and practical contexts	15	15	20	50
Reasoning and communication Application of reasoning and communication in appropriate forms to construct mathematical arguments and proofs and to interpret and use mathematical models	15	15	20	50
Total %	30	30	40	100

PD/H/PE (Faculty)

Community & Family Studies (Subject)	2 (Unit Task Weighting)	(Course title, if applicable)
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	40
Skills in critical thinking, research methodology, analysing and communicating	60
Total	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.

Pendle Hill Assessment Schedule Community & Family Studies – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Resource Management	Individuals and Groups	Yearly Exam	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9/10	
Outcomes assessed	P1.2, P5.1, P6.1	P2.1, P2.3, P4.2, P6.2	P1.1 – 7.4	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total %	30	30	40	100

PD/H/PE (Subject)	2 (Unit Task Weighting)	(Course title, if applicable)
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	40
Skills in critical thinking, research methodology, analysing and communicating	60
Total	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.

Pendle Hill Assessment Schedule PDHPE – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Meanings of Health Essay Task	Fitness Choices Research Task	Yearly Exam	
Timing	Term 1 Week 8	Term 2 Week 6	Term 3 Week 9/10	
Outcomes assessed	P1, P3, P4	P10, P15, P16	P1-P16	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total %	30	30	40	100

Sport Lifestyle & Recreation (Subject)	- (Unit Task Weighting)	NESA Endorsed (Course title, if applicable)
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
 - the minimum weighting for an individual task is 20%
 - the maximum weighting for an individual task is 40%
- only one task may be a formal written examination

Pendle Hill Assessment Schedule Sport Lifestyle & Recreation – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Research Task	Practical Assessment	Yearly Exam	
Timing	Term 1 Week 8	Term 2 Week 10	Term 3 Week 9/10	
Outcomes assessed	1.1-1.6 3.1-3.7	2.1-2.5 4.1-4.5 5.1-5.5	1.1-5.5	
Component				Weighting %
Knowledge and Understanding	20	10	20	50
Skills	10	20	20	50
Total %	30	30	40	100

SCIENCE (Faculty)

Biology (Subject)	2 (Unit Task Weighting)	(Course title, if applicable)
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
Total	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- the depth study task must assess:
 - the Working Scientifically skills outcomes:
 - Questioning and Predicting
 - Communicating
 - a minimum of two additional Working Scientifically skills outcomes
 - at least one Knowledge and Understanding outcome.

Information about the depth study task in Biology

A depth study may be a single investigation/activity or series of investigations/activities. The depth study may be designed for the course cohort or a single class or be determined by individual students.

While the depth study may be undertaken in a single module of the course or across modules, the formal assessment of a depth study, or aspect of the study, must only occur once. The design of the assessment task must provide opportunities for all students to demonstrate their knowledge, understanding and skills of the outcomes using a common marking criteria and guidelines regardless of their area of investigation.

A range of task types may be used when assessing a depth study or an aspect of a depth study. In many cases, a report that explains the process undertaken throughout the depth study with an analysis of the final product or result will be an appropriate format for an assessment task. Other examples include written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork.

Pendle Hill Assessment Schedule Biology – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Depth Study Ecosystems	Depth Study Practical Test	Yearly Exam	
Timing	Term 1, Week 11	Term 2, Week 9/10	Term 3, Week 10	
Outcomes assessed	BIO11/12-1, BIO 11/12-4, BOP11/12-5, BIO11/12-7 BIO 11-11	BIO11/12-2, BIO11/12-3, BIO11/12-6, BIO11/12-7 BIO11-8	BIO11-1-11	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	25	25	10	60
Total %	35	35	30	100

Chemistry (Subject)	2 (Unit Task Weighting)	(Course title, if applicable)
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
Total	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- the depth study task must assess:
- the Working Scientifically skills outcomes:
- Questioning and Predicting
- Communicating
- a minimum of two additional Working Scientifically skills outcomes
- at least one Knowledge and Understanding outcome.

Information about the depth study in Chemistry

A depth study may be a single investigation/activity or series of investigations/activities. The depth study may be designed for the course cohort or a single class or be determined by individual students.

While the depth study may be undertaken in a single module of the course or across modules, the formal assessment of a depth study, or aspect of the study, must only occur once. The design of the assessment task must provide opportunities for all students to demonstrate their knowledge, understanding and skills of the outcomes using a common marking criteria and guidelines regardless of their area of investigation.

A range of task types may be used when assessing a depth study or an aspect of a depth study. In many cases, a report that explains the process undertaken throughout the depth study with an analysis of the final product or result will be an appropriate format for an assessment task. Other examples include written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork.

Pendle Hill Assessment Schedule Chemistry – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Topic	Module 1 Depth Study	Module 3 Practical Test	Module 1-4 Yearly Exam	
Timing	Term 1 Week 7	Term 2 Week 9	Term 3 Week 9/10	
Outcomes assessed	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-8, CH11-10, CH11-11	CH11-1 TO CH 11-11	
Component				Weighting %
Knowledge and understanding of course content	25	20	15	60
Skills in working scientifically	10	10	20	40
Total %	35	30	35	100

Physics (Subject)	2 (Unit Task Weighting)	(Course title, if applicable)
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Skills in working scientifically	60
Knowledge and understanding of course content	40
Total	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination
- one task must focus on a depth study or an aspect of a depth study with a weighting of 20–40%
- the depth study task must assess:
- the Working Scientifically skills outcomes:
- Questioning and Predicting
- Communicating
- a minimum of two additional Working Scientifically skills outcomes
- at least one Knowledge and Understanding outcome.

Information about the depth study in Physics

A depth study may be a single investigation/activity or series of investigations/activities. The depth study may be designed for the course cohort or a single class or be determined by individual students.

While the depth study may be undertaken in a single module of the course or across modules, the formal assessment of a depth study, or aspect of the study, must only occur once. The design of the assessment task must provide opportunities for all students to demonstrate their knowledge, understanding and skills of the outcomes using a common marking criteria and guidelines regardless of their area of investigation.

A range of task types may be used when assessing a depth study or an aspect of a depth study. In many cases, a report that explains the process undertaken throughout the depth study with an analysis of the final product or result will be an appropriate format for an assessment task. Other examples include written reports, oral presentations, digital or multimedia products, data analysis, practical investigations or fieldwork.

Pendle Hill Assessment Schedule Physics – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Practical Test Electricity and Magnetism	Depth Study Report Dynamics	Yearly Exam	
Timing	Term 1 Week 6	Term 2 Week 7	Term 3 Week 9/10	
Outcomes assessed	PH11-11, PH 11/12-2, PH11/12-3, PH11/12-4, PH11/12-5, PH 11/12-6, PH11/12-7	PH11/12-2, PH11/12-3, PH 11/12-6, PH11/12-7, PH11/12-9	PH11-1-11	
Component				Weighting %
Skills in working scientifically PH11/12-1 Questioning and predicting PH11/12-2 Planning Investigations PH11/12-3 Conducting Investigations PH11/12-4 Processing Data and Information PH11/12-5 Analysing Data and Information PH 11/12-6 Problem Solving PH11/12-7 Communicating	25	25	10	60
Knowledge and understanding of course content	10	10	20	40
Total %	35	35	30	100

TECHNOLOGY AND APPLIED SCIENCE (Faculty)		
Construction (Subject)	2 (Unit Task Weighting)	Certificate II in Construction Pathways CPC20211

Student Competency Assessment Schedule

Course Description:

This course provides students with the opportunity to obtain national vocational qualifications for employment in the construction industry. Students will be able to gain skills in planning and organising work, measuring and calculating, reading and interpreting plans, safe and environmentally sustainable work practices and the use of construction tools and equipment. Skills gained in this industry transfer to other industries. Occupations in the construction industry include: construction or trades assistant, builder's labourer, concreter and painter and decorator. As part of the course, all students must have a Work Cover 'white card' before they can enter a worksite.

Course HSC Structure:

This course consists of eight compulsory HSC units of competency and seven HSC elective units.

Assessment and Course Completion

Competency-based Assessment:

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Work Placement:

Students must complete a minimum of 70 hours work placement in a Construction related industry workplace (35 hours in each of Years 11 and 12).

Optional HSC examination:

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N Determinations:

Where a student has not met Board of Studies course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals:

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

Recognition of Prior Learning:

Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Training and Assessment Strategy

Approved by: RTO Management

This Training and Assessment Strategy is designed for the delivery and assessment of this qualification.

Date of Approval: October 2018

Delivery Site	Trainer's Name:	Cohort:				
Pendle Hill High School	Graham Hird	2019 - 2020				
Qualification Title & Code	NSW Education Standards Authority (NESA)	The selection of electives has been guided by the job outcome, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification deemed suitable for the student cohort.				
CPC08 Construction, Plumbing and Services (Release 9.4)	Course Title: Construction <input type="checkbox"/> 2 x 2 years Course code: 26201					
Qualification packaging rules: CPC20211 Certificate II in Construction Pathways (Release 4)						
6 Core units and 6 Elective units						
<ul style="list-style-type: none"> no less than 4 units and up to 6 units from Groups A to G, with no less than 2 units from any individual group up to 2 units from Group H 1 unit may be chosen from Certificate I or II qualifications in CPC08 or another current Training Package or accredited course, provided the integrity of the AQF alignment is ensured, and they contribute to a valid, industry-supported vocational outcome. 		Students successfully completing this program will be eligible to receive CPC20211 – Certificate II in Construction (Pathways)				
Qualification Status	Unit Code	Unit of Competency	Qual Group	Pre/Co requisite	HSC Indicative Hours	Status for NES/A/HSC
Core	CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	Core		15	Mandatory
	CPCCCM1012A	Work effectively and sustainably in the construction industry	Core		25	Mandatory
	CPCCCM1013A	Plan and organise work	Core		10	Mandatory
	CPCCCM1014A	Conduct workplace communication	Core		10	Mandatory
	CPCCCM1015A	Carry out measurements and calculations	Core		20	Mandatory
	CPCCCM2001A	Read and interpret plans and specifications	Core		20	Mandatory
Electives	CPCCCA2002B	Use carpentry tools and equipment	B	CPCCOHS2001A	10	Elective
	CPCCCA2011A	Handle carpentry materials	B		20	Elective
	CPCCCM2006B	Apply basic levelling procedures	H	CPCCOHS2001A	15	Elective
	CPCCCO2013A	Carry out concreting to simple forms	H	CPCCOHS2001A	20	Elective
	CPCCJN2001A	Assemble components	F	CPCCOHS2001A	15	Elective
	CPCCJN2002B	Prepare for offsite manufacturing processes	F	CPCCOHS2001A	10	Elective
	CPCCCA2003A	Erect and dismantle formwork for footings and slabs on the ground	B	CPCCOHS2001A	25	Elective
	CPCCCM2005B	Use construction tools and equipment		CPCCOHS2001A	20	Mandatory
	CPCCWHS1001	Prepare to work safely in the construction industry			10	Mandatory
				Total		245

* extra UoC for NES/A/HSC requirements

School Name: Pendle Hill High School

Student Competency Assessment Schedule

Course: Preliminary Construction

2019

Code	Assessment Tasks for Certificate II Construction Pathways CPC20211	Cluster A			Cluster B		Cluster C	
		Safety	Organise to Communicate	Reading Plans and Calculating	Week: 8 Term: 2	Week: 4 Term: 3	Week: 5 Term: 4	Yearly Examination
CPCCWHS1001	Unit of Competency Prepare to work safely in the construction industry	X						HSC Examinable Units of Competency
CPCCOHS2001A	Apply OHS requirements, policies, and procedures in the construction industry	X						
CPCCCA2002B	Use carpentry tools and equipment	X						
CPCCCM1012A	Work effectively and sustainably in the construction industry	X						
CPCCCM1013A	Plan and organise work		X					
CPCCCM1014A	Conduct workplace communication		X					
CPCCCM2001A	Read and interpret plans and specifications					X		
CPCCCM1015A	Carry out measurements and calculations					X		

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Construction Pathways CPC20211 or a Statement of Attainment towards Certificate II Construction Pathways CPC20211.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

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". A course mark is not allocated.

TECHNOLOGY AND APPLIED SCIENCE

(Faculty)

Hospitality (Subject)	2 (Unit Task Weighting)	Certificate II in Hospitality SIT20213
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Course Description:

This course provides students with the opportunity to obtain national vocational qualifications for employment in the hospitality industry. Students will be able to develop general hospitality skills in customer service, communication, environmentally sustainable work practices, hygiene and safety as well as basic skills in food service. Occupations in the hospitality industry including café attendant, food and beverage attendant, front office assistant.

Course HSC Structure:

To meet HSC course requirements, students completing the Hospitality (240 indicative hours) course with a food and beverage focus must undertake **four mandatory and four Food and Beverage stream associated units of competency** (four core, one Group A elective and three Group B electives for Certificate II in Hospitality) plus a minimum of 95 HSC indicative hours of HSC elective units of competency.

Assessment and Course Completion

Competency-based Assessment:

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent a student must demonstrate that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency.

Work Placement:

Students must complete a minimum of 70 hours work placement in a Hospitality related industry workplace (35 hours in each of Years 11 and 12). For the 240-hour course only, it is permissible for up to 50% of work placement to include school and community functions where students cater for and/or service customers.

Optional HSC examination:

Students completing this course are eligible to sit an optional, written HSC examination. The questions will be drawn from the Mandatory Units of competency. The purpose of the examination is to provide a mark which may be used in the calculation of the ATAR. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive an AQF VET qualification.

N Determinations:

Where a student has not met NESA course completion criteria, including meeting work placement requirements, they will receive an 'N' determination (course not satisfactorily completed). The course will then not count towards the HSC although units of competency achieved will still count towards an AQF VET qualification.

Appeals:

Students may lodge appeals against assessment decisions or 'N' determinations through their school or college.

Recognition of Prior Learning: Students may apply for Recognition of Prior Learning by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

Training and Assessment Strategy This Training and Assessment Strategy is designed for the delivery and assessment of this qualification.		Approved by: RTO Management Date of Approval: October 2018					
Delivery Site	Pendle Hill High School	Trainer's Name: Bev Kinch	Cohort: 2019 - 2020				
Qualification Title & Code	Certificate II in Hospitality (Release 2) SIT20316	NSW Education Standards Authority (NESA) Course Title: Hospitality	The selection of electives has been guided by the job outcome, local industry requirements and the complexity of skills appropriate to the AQF level of this qualification deemed suitable for the student cohort.				
This course is from Training Package: SIT Tourism, Travel and Hospitality (Release 1.1)		<input type="checkbox"/> 2 x 2 years Course code: 26511					
Qualification Packaging Rules: SIT20316 Certificate II in Hospitality		Students successfully completing this program will be eligible to receive SIT20316 - Certificate II in Hospitality					
6 Core units and 6 Elective units consisting of: <ul style="list-style-type: none"> • 1 unit from Group A • 3 units from Group B • 2 units from Group B, elsewhere in the SIT Training Package, or any other current Training Package or accredited course. 							
Qualification Status	Unit Code	Unit of Competency	Qual Group	Pre/Co requisite	Co-Assessment Requirements	HSC Indicative Hours	Status for NESA/HSC
Core	SITXWHS001	Participate in safe work practices	Core	Nil		15	Mandatory
	BSBWOR203	Work effectively with others	Core	Nil		15	Mandatory
	SITHIND002	Source and use information on the hospitality industry	Core	Nil		20	Mandatory
	SITXCCS003	Interact with customers	Core	Nil		15	F&B Stream
	SITHIND003	Use hospitality skills effectively	Core	Nil	Yes	20	Elective
	SITXCOM002	Show social and cultural sensitivity	Core	Nil		10	Elective
	SITXESA001	Use hygienic practices for food safety	Group A	Nil		10	Mandatory
Electives	SITHFAB005	Prepare and serve espresso coffee	Group B	SITXESA001	Yes	15	F&B Stream
	SITHFAB007	Serve food and beverage	Group B	SITXESA001	Yes	40	F&B Stream
	SITXESA002	Participate in safe food handling practices	Group B	Nil		15	Elective
	SITHFAB004	Prepare and serve non-alcoholic beverages	Group B	SITXESA001	Yes	15	F&B Stream
	SITHCCC003	Prepare and present sandwiches	Group B	SITXESA001		10	Elective
	SITHCCC001	Use food preparation equipment	other	SITXESA001		20	Elective
	SITXCOM001	Source and present information	Group B	Nil		10	Elective
* extra UoC for NESA/HSC requirements	BSBSUS201	Participate in environmentally sustainable work practices	Group B	Nil		15	Elective
	Total Hours						245



School Name: Pendle Hill High School

Student Competency Assessment Schedule
2019

Course: Preliminary Hospitality- Food and Beverage Stream

Code	Unit of Competency	Assessment Tasks for Certificate II Hospitality SIT20316		
		Cluster A Getting ready for work Week: 8 Term: 1	Cluster B Practical Café Skills Week: 10 Term: 2	Cluster C Working relationships Week: 7 Term: 3
SITXFA001	Use hygienic practices for food safety	X		
SITXWHS001	Participate in safe work practices	X		
SITHFAB005	Prepare and serve espresso coffee		X	
SITHCCC003	Prepare and present sandwiches		X	
SITHFAB004	Prepare and serve non-alcoholic beverages		X	
BSBWOR203	Work effectively with others			X
SITXCOM002	Show social and cultural sensitivity			X

Yearly Examination Week: 9-10 Term: 3	HSC Examinable Units of Competency
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Depending on the achievement of units of competency, the possible qualification outcome is a Certificate II in Hospitality SIT20316 or a Statement of Attainment towards Certificate II in Hospitality SIT20316.

Schools may schedule examinations in preparation for the HSC exam. These do not form part of the RTO assessment requirements.

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". A course mark is not allocated.

Information Processes & Technology (Subject)	2 (Unit Task Weighting)	
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YEAR 11 Preliminary Year (Formal Tasks)

The Schedule below comprises only those tasks that are set as Formal Assessment Tasks. You are reminded that the informal assessment tasks also form part of the assessment program. Failure to complete informal tasks may result in the use of “N” determination because the student has not applied himself/herself with diligence and sustained effort. Further, failure to complete the informal tasks may be an indication that the course outcomes have not been satisfactorily achieved.

The components and weightings for Year 11 are mandatory.

Component	Weighting %
Knowledge and understanding of course content	60
Knowledge and skills in the design and development of information systems	40
Total	100

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.

Pendle Hill Assessment Schedule Information Processes & Technology – Year 11

Implementation for Year 11 from Term 1, 2019

Task number	Task 1	Task 2	Task 3	
Nature of tasks	Introduction to Information Skills and Systems OCTA Project – Group project	Developing Information Systems Promoting a School Event – Individual project	Yearly exam All topics	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9-10	
Outcomes assessed	P1.1 P1.2 P2.1 P2.2 P4.1 P5.1 P6.2	P1.1, P1.2, P3.1, P5.1, P6.1, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P2.2, P3.1, P3.2, P4.1, P5.1, P6.1, P6.2, P7.1, P7.2	
Component				Weighting %
Knowledge and understanding of course content	10	25	25	60
Knowledge and skills in the design and development of information systems	25	10	5	40
Total %	35	35	30	100