



**Year 11 2024**

**ASSESSMENT  
BOOKLET**

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- It provides opportunities for teachers to collect evidence about student achievement in relation to syllabus outcomes in each course, and satisfactory completion of a course to report on the standard of attainment at the end of the course against the A-E descriptors in Year 11.
- Teachers use information gathered throughout the teaching and learning process to assist student learning and clarify understanding.
- Students monitor their own learning and ask questions about how to use assessment information for new learning to improve their skills and knowledge.
- Formal examinations provide an opportunity to collect evidence of student learning and may be used for grading and ranking purposes as well as informing feedback for students to improve their learning.

## How will assessment be undertaken?

Schools are required to provide written advice to students about requirements for assessment including:

- formal assessment schedules at the commencement of Year 11 and Year 12
- a notification for each formal assessment task

In the context of the HSC, a requirement of a school-based assessment program is to provide a summative measure of a student's achievement in relation to course outcomes. This includes:

- a wider range of syllabus outcomes than may be measured by examinations alone
- multiple measures and observations made throughout the course rather than a single assessment event.

Assessment tasks are conducted throughout Year 11 and Year 12 and each has mandatory components and a weighting determined by the school, within requirements provided by NESA. The maximum number of formal assessment tasks is three in Year 11 and four in Year 12. There is only one formal written examination that mimics the HSC per course in each year and the Year 12 examinations have a maximum weighting of 30%.

## Allocation of marks for reporting

Marks enable the characteristics that discriminate between different degrees of performance to be captured and used in reporting student performance in ways that are not possible if bands (or grades or levels) alone are used. Marks for each task will be allocated according to the marking guidelines included in the written notification. Your mark for 2 unit courses in your Year 11 academic reports will be reported on a scale of 0 to 100. There will be five performance bands that correspond to different levels of achievement in Year 11, six in the HSC year. Marks are based on the standard of achievement reached. Your mark for 1 unit courses (including Extension courses) will be reported on a scale of 0 to 50. In Year 11 these marks will be used to inform the RoSA Grade.

## Looking ahead to the HSC

The HSC is the highest educational award you can gain in New South Wales schools.

The HSC:

- is an internationally recognised credential
- provides a strong foundation for the future
- is standards-based. Students receive HSC marks that indicate the standard they have achieved.
- involves the study of at least 12 units in Year 11 and 10 units in Year 12
- involves at least 6 units of Board Developed courses in Years 11 and 12.

Students **must** satisfy the assessment requirements for the Year 11 Course **before commencing** the corresponding HSC Course. Year 11 Courses satisfactorily completed will appear on the Year 11 RoSA.

## Stronger HSC Standards

To help support high school students achieve their best, the HSC has been reformed. The changes were designed to help motivate and challenge students to achieve at their highest possible level, reduce excessive stress and give students more skills and career options.



- Compositions

Examinations held within the school are generally included in school-based assessment programs.

### Group work tasks:

Where group work is a course requirement, teachers should ensure that:

- the task is designed to assess the contribution of individual group members
- the teacher provides procedures for how the task will be completed such as establishing expectations including considering a range of views
- the required support documentation or evidence, such as a log book, process diary, journal or reflection, to be developed by students is outlined in the task notification

## Satisfactorily completing a course: Assessments alone are not enough.

Students are expected to present sufficient evidence to show that they have:

1. **followed the course set by NESA** – this means attend classes, do the work set by the teacher, study the topics contained in the syllabus, hand in the work required including formal assessments and informal assessment tasks such as homework, study notes and classwork.
2. **applied themselves with diligence and sustained effort** – this means that you have attended more than 85% of classes, worked consistently and demonstrated to your teacher that you have made sufficient effort throughout the course completing tasks and learning experiences set by the teacher.
3. **achieved some or all of the course outcomes** – this means doing the work, handing in the assignments and classwork and being able to show that you understand the subject by achieving marks that reflect your expected achievement level or better.

## Official Non-completion of course warnings: 'N' warning Letters and 'N' Determination

The school will give you and your parents/carers written 'N' warning letters in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses. If you receive an 'N' warning letter you must complete the requirements detailed in the letter. If you receive **two or more 'N' warnings** in any particular course and you do not complete the tasks/coursework it may result in an '**N' determination**, which means you have not completed that course and cannot count it towards your RoSA, HSC or ATAR.

**Students who do not comply with the requirements in a course, will have neither an assessment mark nor an examination mark awarded for that course.**

**In the case of extension courses, students who fail to meet the assessment requirements for the 120 hour HSC course in the corresponding course, will not receive a result in the extension course.** This has particular relevance for Mathematics.

The community's confidence in valuable school-based credentials (RoSA and HSC) can only be maintained if high standards are consistently and equally applied to all students, in all schools.

Some clarifying points in relation to this system:

- NESA requires a minimum of two 'N' warning letters for a student in order for an 'N' Determination to be made by the Principal at the end of a course.
- A warning is not issued for disciplinary reasons. It is not intended as a 'stain' on a student's character or record. Simply, it is a concern that the student is not meeting course outcomes and that they may be in danger of not satisfactorily meeting Course requirements.

*Illness/Misadventure Application Form*. Pay close attention to all instructions on the *Illness/Misadventure Application Form*. Submitting incomplete forms will jeopardise the success of the application. **Only in serious, very limited circumstances, will evidence other than a medical certificate be accepted.**

4. **Return to school with completed application:** Students must attend school on the first day not covered by independent evidence. Present the completed *Illness/Misadventure Application Form* with supporting evidence attached to the Head Teacher of that course before school. You have 5 school days from the original task due date to provide all supporting documentation to the Head Teacher.

A judgement regarding the missed assessment, will be made by the Head Teacher of the subject who will complete the Head Teacher section of the form. The student will be informed of this decision within 5 school days of the lodgement of the *Illness/Misadventure Application Form*. This will indicate whether the student should submit the task at another date, be given an estimate, a substitute task or awarded zero marks.

A student may appeal the decision made above or the result of any assessment task. However, an appeal cannot be made regarding professional teacher judgement in applying the marking criteria.

A student will be able to submit an assessment on the day that he/she returns to school, **ONLY** if this was the negotiated agreement when the absence was notified to the Head Teacher. If an extension of time is granted this will be clearly stated on the *Illness/Misadventure Application Form*. Any extension of time granted will not exceed the period of absence.

Where there is **no valid reason** or the procedures have not been followed for non-completion of an assessment task, a **mark of zero** will be recorded for that task. If this occurs the student's parents/guardians will be informed, with a 'N' warning letter being issued to the student and a copy sent to the parents/guardians. Students will be given 2 weeks to complete the task, in order to redeem the concerns outlined in the 'N' warning letter.

In following these procedures, the school can best support you to complete the task without incurring any penalties and be fair to all students.

## Misadventure

Misadventure includes events such as funerals of immediate family members, severe sickness and accidents. Misadventure **DOES NOT** include being late, running out of petrol, airport farewells, religious holidays, misreading of the exam timetable, assessment schedule or assessment task.

If you have a misadventure that causes you to miss school on the day or part of the day an assessment is due to be completed or submitted, you must complete Section 2 of the *Illness/Misadventure Application Form* and submit it to the relevant Head Teacher on your **FIRST DAY back at school**.

If your misadventure appeal is successful you will be given an alternative task (not usually the same task) at the discretion of the Head Teacher.

If you do not follow these requirements, you will receive a zero unless there are exceptional circumstances that have been referred to the Assessment Appeals Committee.

## Penalties in relation to assessment tasks

A mark of zero will be awarded to any student who:

- **cheats (or assists others in cheating)** during an assessment task/examination
- **plagiarises:** copies work or attempts to represent the work of another student as his/her own
- **disrupts** an in-school assessment task so that the concentration of fellow students is affected
- presents an assessment task which is considered **objectionable or a non-serious attempt** (the task attempt does not align with the criteria listed or descriptors for performance)
- **is absent from any class** in order to complete an assessment task by the due date



## Weighting assessment tasks

Individual assessment tasks will, in general, be no more than 40% or no less than 10% of the total assessment mark. Each assessment task will be weighted according to the relative importance of each task. Students will be advised of the weighting with each assessment task notification.

There is no requirement for assessment schedules to include tasks with a greater weighting towards the end of the course.

## Scheduling of formal assessment tasks

**You will be given at least two weeks notice of a formal assessment task.** The description of tasks will be in writing and will include:

- **task number**
- **weighting** of the task
- the **date and time of day** that the task is to be completed/submitted e.g. end of period 5, Thursday 7 May
- the syllabus **outcomes** and **marking criteria** i.e. what will be assessed in relation to the outcomes
- the **form** the assessment task will take (e.g. test under exam conditions, oral presentation, performance) and a brief **description** of this task type
- **marking guidelines** that reflect the standard of achievement expected through clear descriptions
- the form of **feedback to be provided**

Changes to the published HSC Course Assessment schedule must be made in writing to students with at least **2 weeks** notice.

**Students will not receive assessment tasks that have a DUE DATE in the week BEFORE the start of their Year 11 Yearly or HSC Trial Examinations.**

## Special Provisions

Provisions for students with a genuine disability may include large print papers, use of a writer, use of a reader, extension of examination time, rest breaks, use of a personal computer, establishment of a special examination location, separate supervision, permission to take medication etc. **Students need to notify the Learning Support Head Teacher of their request for special provisions and provide medical evidence which will then be submitted to NESa for approval, before special provisions can be granted.**

NESa does not consider lack of familiarity with the English language to be a disability. Consequently the use of dictionaries and translators is not allowed.

**Life Skills courses** are designed for students who cannot meet the outcomes of mainstream courses. They use School-based Assessment to provide a Profile of Attainment for each course.

## Rankings

You will be given your ranking when each assessment task is returned. You will receive your final ranking in each class at the end of Term 3, Year 12. However you will not be given your final assessment mark.

### **What happens if there are two or more classes of the same subject?**

Where the same assessment task is given to two or more classes, the assessment task and the conditions under which the assessment task is carried out and marked **MUST** be the same.

## The Record of School Achievement (RoSA) for Year 11 and 12

The Record of School Achievement (RoSA) is awarded to all students who indicate they are leaving school after the commencement of Year 11 and before the final HSC exams.

## How to access RoSA results

All Year 11 students are able to access their RoSA results and their Student eRecord, provided that they have activated their Students Online account using the email address supplied by the school. The Student eRecord is a

- All bags are to be left in the area by indicated supervising staff before entering the exam room. Remember not to leave valuables in your bag.
- Students are to carry all equipment required for the examination in a **clear plastic sleeve**.

## Examination Equipment

### THERE IS TO BE NO BORROWING DURING THE EXAMINATION.

No pencil cases or dictionaries. Whiteout or correction tape is not to be used on exam answer papers. Write in black or blue pen only.

- Bring spare pens to each exam.
- You may also bring:
  - Ruler
  - Highlighters
  - pencils (should be at least 2B) and sharpener / rubber
  - a bottle of water in a CLEAR bottle.
  - You can wear your analogue or digital watch to your exams. Once you sit down you will have to take it off and place it in clear view on your desk.

All equipment you bring is subject to inspection on entry. Make sure any equipment you are allowed to bring, such as a calculator, is in good working order because an appeal under misadventure provisions for equipment failure will not be upheld.

### To further clarify what you cannot bring into the exam room:

- ANY electronic device: this includes mobile phones, programmable/smart watches, countdown timers, earphones, organisers, tablets (eg iPads), music players, electronic dictionaries and communication devices etc (only a calculator where permitted).
- Paper or any printed or written material. You can ask your teacher or presiding officer for working out paper.
- Print dictionaries, except where permitted in language exams.
- Correction fluid/tape.
- Pencil cases or solid/ non-clear water bottles

## Illness/Misadventure on exam day

- Stay at home if you are unwell and seek out a medical certificate /COVID test, follow NSW Health guidelines and school illness/misadventure procedures as per the school's assessment procedures.
- Illness/misadventure forms are available on the school website / Learning at our School / Assessment and Reporting / Illness Misadventure Application - a PDF is available to download & print.

## COVID and general illness

- Maintain physical distancing when lining up and walking in/out of the examination room and with all staff supervising exams
- Practise good hygiene: This includes washing hands for 20 seconds and using hand sanitiser at regular intervals, coughing and sneezing into your elbow or a tissue.
- Dispose of tissue/s quickly. If unwell before an exam, stay at home and seek a medical certificate.
- If experiencing flu like symptoms please stay home and get a COVID test. Please notify the school of your COVID test and email a copy of the result to the school.
- If unwell during an exam, immediately report to the supervisor, you will need to go home and follow illness/misadventure procedures.

## During the Examination

- Students must follow all instructions given by the supervising teachers.
- Students **MUST NOT COMMUNICATE IN ANY FORM** with other students or talk/make noise after entering the hall/exam room.
- Once seated, students must complete the attendance slip.

Once the application is submitted the Department decides and informs the school. This information is passed on to the student.

There is an appeal process that the school can complete if the student is unhappy with the decision. This may involve providing further evidence to support their claim.



## Appendix 2

### ENSURING SUBMITTED WORK IS DONE BY THE STUDENT

Where an assessment task is research based, safeguards are built into the task to enable the assessor to guarantee that the work submitted is the student's own. Students must submit a ***Submission of Assessment Material Sheet*** stating that the work is the student's own. A Bibliography must be provided for ALL research tasks, that includes internet and audio-visual references.

**Students may be required to submit any of the following:**

- A plan of the work soon after the assessment is set
- Work in progress for regular checks or marks
- Answers to questions about the task after it has been submitted. Questions may relate to knowledge displayed or methodology. This may form part of the mark
- A logbook, process diary or journal. This may contain:
  - a description of procedures employed
  - Log of sequential development of the task
  - Review, including self, peer and/or teacher evaluation of the project and written record of interviews.

Wherever a teacher uses any of the above safeguards it will be applied to each student submitting the research task.

# Appendix 4

## GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have keywords that state what students are expected to be able to do.

A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

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

<b>Account</b>	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
<b>Analyse</b>	Identify components and the relationship between them; draw out and relate implications
<b>Apply</b>	Use, utilise, employ in a particular situation
<b>Appreciate</b>	Make a judgement about the value of
<b>Assess</b>	Make a judgment of value, quality, outcomes, results or size
<b>Calculate</b>	Ascertain/determine from given facts, figures or information
<b>Clarify</b>	Make clear or plain
<b>Classify</b>	Arrange or include in classes/categories
<b>Compare</b>	Show how things are similar
<b>Construct</b>	Make; build; put together items or arguments
<b>Contrast</b>	Show how things are different or opposite
<b>Critically analyse/evaluate</b>	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
<b>Deduce</b>	Draw conclusions
<b>Define</b>	State meaning and identify essential qualities
<b>Demonstrate</b>	Show by example
<b>Describe</b>	Provide characteristics and features
<b>Discuss</b>	Identify issues and provide points for and/or against
<b>Distinguish</b>	Recognise or note/indicate as being distinct or different from; to note differences between
<b>Evaluate</b>	Make a judgement based on criteria; determine the value of
<b>Examine</b>	Inquire into



# ANCIENT HISTORY

COURSE COMPONENTS			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%
TASK	DUE	COMPONENT	MARKS
Source Analysis	Term 1 Week 9	Investigating Ancient History	30
Historical Investigation	Term 2 Week 8	Historical Investigation	30
Yearly Examination	Term 3 Week 8/9	<ul style="list-style-type: none"> <li>Investigating Ancient History</li> <li>Features of Ancient Societies</li> <li>Case study</li> </ul>	40
<b>TOTAL</b>			<b>100</b>

# BUSINESS STUDIES

COURSE COMPONENTS			WEIGHTING
A. Understanding of course content			40%
B. Stimulus-based skills			20%
C. Inquiry and research			20%
D. Communication in appropriate forms			20%
TASK	DUE	COMPONENT	MARKS
1. Extended Response - Research-based - Actual Business Case Study - Contemporary Business Issues	Term 1 Week 8	A, C, D	30
2. Business Report - Research-based - Hypothetical Business - Contemporary Business Issues	Term 2 Week 9	A, B, C, D	40
3. Yearly Examination - Multiple Choice - Short Response - Business Report	Term 3 Week 8/9	A, B, D	30
<b>TOTAL</b>			<b>100</b>



# CHINESE AND LITERATURE

COURSE COMPONENTS			WEIGHTING
Listening			20%
Reading			40%
Writing			30%
Speaking			10%
TASK	DUE	COMPONENT	MARKS
Task 1 Individual Youth Culture	Term 1 Week 8	Listening - 10 Speaking - 10	20
Task 2 Individual and Community Youth Culture	Term 2 Week 6	Reading - 25 Writing - 15	40
Task 3 Yearly Examination Individual Youth Cultural Global	Term 3 Week 8/9	Listening - 10 Reading - 15 Writing - 15	40
<b>TOTAL</b>			<b>100</b>

# DRAMA

TASK	DUE	COMPONENT	MARKS
Task 1	Term 1 Week 8	Duologue Performance/Essay	40
Task 2	Term 2 Week 8	Group Performance	30
Task 3	Term 3 Week 5	Director's Portfolio	30
<b>TOTAL</b>			<b>100</b>



## DESIGN AND TECHNOLOGY

TASK	DUE	MARKS
Designer Case Study	Term 1 Week 11	30
Illuminate Project and Portfolio	Term 3 Week 2	30
Yearly Examination	Term 3 Week 8/9	40
<b>TOTAL</b>		<b>100</b>

# ECONOMICS

COURSE COMPONENTS			WEIGHTING
A) Knowledge and understanding of course content			40%
B) Stimulus-based skills			20%
C) Inquiry and research			20%
D) Communication of economic information, ideas and issues in appropriate forms			20%
TASK	DUE	COMPONENT	WEIGHTING
1. Hand in- Research, Inquiry and Extended Response - Topic: Introduction to Economies - <b>Similarities and Differences</b>	Term 1 Week 7	A, C, D.	<b>30%</b>
2. In-Class Stimulus Responses  - Topics: <b>Labour Markets and Financial Markets</b>	Term 2 Week 7	A, B, C, D.	<b>30%</b>
3. Yearly Exam - ALL SIX topics - 1.5 hours working time - M/C + SR + ER	Term 3 Week 8/9	A, B, C, D.	<b>40%</b>
<b>TOTAL</b>			<b>100</b>

# ENGLISH STANDARD

COURSE COMPONENTS			WEIGHTING
A. Knowledge and understanding of course content			50%
B. Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes			50%
TASK	DUE	COMPONENT	MARKS
Written Composition with reflection	Term 1 Week 9	A (15%) B (15%)	30
Interactive ICT Presentation (Multimodal presentation)	Term 2 Week 8	A (15%) B (15%)	30
Yearly Examination	Term 3 Week 8/9	A (20%) B (20%)	40
TOTAL			100

(Dates are approximate and will be confirmed at least two weeks prior to the assessment completion date)



# ENGLISH STUDIES

COURSE COMPONENTS			WEIGHTING
A. Knowledge and understanding of course content			50%
B. Skills in: <ul style="list-style-type: none"> <li>comprehending texts</li> <li>communicating ideas</li> <li>using language accurately, appropriately and effectively</li> </ul>			50%
TASK	DUE	COMPONENT	MARKS
Portfolio	Term 1	A (15%)	30
	Weeks 8	B (15%)	
Multimodal Presentation	Term 2	A (15%)	30
	Week 8	B (15%)	
Collection of classwork	Term 3	A (20%)	40
	Week 8	B (20%)	
TOTAL			100

(Dates are approximate and will be confirmed at least two weeks prior to the assessment completion date)

# INVESTIGATING SCIENCE

TASK	DUE	COMPONENT	MARKS
Skills Task	Term 1 Week 8	Module 1: Cause and Effect – Observing  Module 2: Cause and Effect – Inferences and Generalisations	30%
Depth Study	Term 2 Week 9	Module 3: Scientific Models	40%
Yearly Examination	Term 3 Week 8/9	Module 1: Cause and Effect – Observing  Module 2: Cause and Effect – Inferences and Generalisations  Module 3: Scientific Models Module 4: Theories and Laws	30%
<b>TOTAL</b>			<b>100</b>

# JAPANESE CONTINUERS

COURSE COMPONENTS			WEIGHTING
Listening			30%
Speaking			20%
Reading			30%
Writing			20%
TASK	DUE	COMPONENT	MARKS
Task 1	Term 2 Week 2	Reading - 20 Speaking - 10	30
Task 2	Term 2 Week 9/10	Listening – 20 Writing - 10	30
Task 3 Yearly Examination	Term 3 Week 8/9	Listening - 10 Speaking - 10 Reading - 10 Writing - 10	40
TOTAL			100

# LEGAL STUDIES

COURSE COMPONENTS			WEIGHTING
The Legal System			40%
The individual and the law			30%
Law in practice			30%
TASK	DUE	COMPONENT	MARKS
Law Reform Case Study	Term 1 Week 8	The Legal System	30
Research Task	Term 2 Week 4	Law in practice	40
Yearly Examination	Term 3 Week 8/9	All topics	30
TOTAL			100



# MATHEMATICS ADVANCED

COURSE COMPONENTS			WEIGHTING
A. Understanding, Fluency and Communication			50%
B. Problem Solving, Reasoning and Justification			50%
TASK	DUE	COMPONENT	MARKS
Assessment Task 1	Term 1 Week 9	A and B	30
Assessment Task 2	Term 2 Week 9	A and B	30
Yearly Examination	Term 3 Week 8/9	A and B	40
TOTAL			100

# MODERN HISTORY

COURSE COMPONENTS			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%
TASK	DUE	COMPONENT	MARKS
In class Topic Essay	Term 2 Week 3	Case Study 1 & 2	30
Hand In Research Task	Term 2 Week 9	Historical Investigation	40
Yearly Examination	Term 3 Week 8/9	Case Study 1, 2, 3 and The Shaping of the Modern World (WWI)	30
<b>TOTAL</b>			<b>100</b>

# PERSONAL DEVELOPMENT, HEALTH & PHYSICAL EDUCATION

COURSE COMPONENTS			WEIGHTING
Core 1: Better Health for Individuals			30%
Core 2: The Body in Motion			30%
Option 1 Outdoor Recreation/Fitness Choices			20%
Option 2 First Aid			20%
TASK	DUE	COMPONENT	MARKS
Better Health for Individuals	Term 1 Week 7	Core 1	30
The Body in Motion	Term 2 Week 7	Core 2	30
Yearly Examination	Term 3 Week 8/9	Core1 Core 2 Option 1 Option 2	40
<b>TOTAL</b>			<b>100</b>

# SOCIETY AND CULTURE

COURSE COMPONENTS			WEIGHTING
A. The Social and Cultural World			20%
B. Personal and Social Identity			40%
C. Intercultural Communication			40%
TASK	DUE	COMPONENT	MARKS
Topic Test	Term 1 Week 7	The Social and Cultural World	30
Mini PIP	Term 2 Week 8	Personal and Social Identity	40
Yearly Examination	Term 3 Week 8/9	The Social and Cultural World Personal and Social Identity Intercultural Communication	30
TOTAL			100



## SPORT, LIFESTYLE AND RECREATION

COURSE COMPONENTS			WEIGHTING
Module 1: Games and Sports Applications I			30%
Module 2: First Aid and Sports Injuries			30%
Module 3: Coaching			40%
TASK	DUE	COMPONENT	MARKS
1. Practical Assessment	Term 1 Week 6/7	Games and Sport Applications I	30
2. Presentation and Practical Assessment	Term 2 Week 4	First Aid	30
3. Coaching session and report	Term 3 Week 5	Coaching	40
<b>TOTAL</b>			<b>100</b>

School Name: Marsden High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for BSB30120 Certificate III in Business		Task 1 Let's get tech savvy		Task 2 Organising business safety		Task 3 Working in industry		Yearly EXAM
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	8	Week	8	Week	10	
		Term	1	Term	2	Term	3	
		Date	22/03/24	Date	21/06/24	Date	27/09/24	
Code	Unit of Competency							
<u>BSBTEC201</u>	Use business software applications	x						
<u>BSBTEC202</u>	Use digital technologies to communicate in the work environment	x						
<u>BSBWHS311</u>	Assist with maintaining workplace safety			x				
<u>BSBINS302</u>	Organise workplace information			x				
<u>BSBXCM301</u>	Engage in workplace communication					x		
<u>BSBOPS201</u>	Work effectively in business environments					x		

Depending on the achievement of units of competency, the possible qualification at completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

**\* Examinable units to be confirmed by teacher.**

The assessment components in this course are competency based. Students must demonstrate they have gained the knowledge and skills of each unit of competency, to industry standards. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

**School Name:**
**Course: Retail Services - Preliminary**
**Student Competency Assessment Schedule 2024**

Assessment Tasks for Certificate III in Retail SIR30216		Cluster A	Cluster B	Cluster C	Yearly Exam
		Safety	Customer Service: You in Retail	Are You Being Served?	
Assessment Due:		Week: 10 Term: 1	Week: 10 Term: 2	Week: 10 Term: 3	
Code	Unit of Competency				HSC Examinable Units of Competency
SIRXWHS002	Contribute to workplace health and safety	X			
SIRXCEG001	Engage the customer		X		
SIRXCOM002	Work effectively in a team		X		
SIRXCEG002	Assist with customer difficulties			X	
SIRXCEG003	Build customer relationships and loyalty			X	

Depending on the achievement of units of competency, the possible qualification outcome is a **Certificate III in Retail SIR30216** or a **Statement of Attainment towards a Certificate III in Retail SIR30216**.

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

The assessment components in this course are competency based. 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.

The dates listed here may be subject to change according to timetable variations and school events

## Year 11 Assessment Calendar

Term 1 2024	
Week	Course
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	Sport, Lifestyle and Recreation
Week 7	Economics Personal Development, Health and Physical Education Society and Culture Sport, Lifestyle and Recreation
Week 8	Business Studies Chinese and Literature Community and Family Studies Drama English Studies Investigating Science Legal Studies Mathematics Extension 1 Physics VET Business Services
Week 9	Ancient History English Standard English EAL/D Mathematics Advanced Mathematics Standard Software Engineering
Week 10	Biology Dance Earth and Environment English Advanced English Extension1 Music VET Retail Services Visual Arts
Week 11	Chemistry Design and Technology Industrial Technology - Timber



## Year 11 Assessment Calendar

Term 3 2024	
Week	Course
Week 1	
Week 2	Design and Technology
Week 3	
Week 4	Geography
Week 5	Drama Sport, Lifestyle and Recreation
Week 6	Industrial Technology - Timber
Week 7	
Week 8	Yearly Examination English Studies Visual Arts
Week 9	Yearly Examination VET Hospitality and week 9 Term 4
Week 10	VET Business Services VET Retail Services