



**KINCUMBER  
HIGH SCHOOL**



**ASSESSMENT SCHEDULE, POLICY &  
PROCEDURES  
YEAR 11 | 2024**

## Table of Contents

Section 1: Policy .....	4
General .....	4
PRELIMINARY HSC COURSE ELIGIBILITY .....	4
REQUIREMENTS FOR YEAR 11 AND 12.....	4
Guidelines for Satisfactory Completion of Year 11 Courses .....	5
Part A – NSW Education Standards Authority, (NESA) Guidelines .....	5
Part B – School Guidelines.....	5
‘N’ Determinations .....	7
Assessment Processes .....	8
The School’s Responsibilities.....	8
Student Responsibilities .....	8
Malpractice using AI systems. ....	10
Non-Completion of Assessment Tasks .....	12
Criteria for Teachers Giving Substitute Tasks.....	15
School Examination Policies and Processes .....	16
Before the exam.....	16
During the exam.....	16
After the exam .....	16
Reporting Process.....	17
Satisfactory Completion of Courses .....	17
Section 2 .....	18
Year 11 Assessment Schedule 2024 .....	18
Creative & Performing Arts .....	19
Dance .....	20
Drama.....	21
Music.....	22
Photography, Video and Digital Imaging.....	23
Visual Arts .....	24
Visual Design .....	25
English .....	26
English - Advanced .....	27
English – Extension 1.....	28
English – Standard.....	29
English Studies.....	30
Human Society and Its Environment (HSIE) .....	31
Business Studies .....	32
Legal Studies.....	34
Modern History .....	35
Society & Culture.....	36
Language .....	37
French Beginners.....	38

Mathematics .....	39
Mathematics Advanced.....	40
Mathematics Standard 1 .....	41
Mathematics Standard 2 .....	42
Mathematics Standard 1 - Mathematics in Trade Pathway .....	43
Mathematics Extension 1.....	44
Personal Development, Health & Physical Education .....	45
Community & Family Studies .....	46
Personal Development, Health & Physical Education .....	47
Sport, Lifestyle & Recreation.....	48
Science .....	49
Agriculture.....	50
Biology.....	51
Chemistry .....	52
Earth & Environmental Science.....	53
Marine Studies .....	54
Physics .....	55
Technology & Applied Studies (TAS) .....	56
Food Technology .....	57
Industrial Technology – Graphics .....	58
Industrial Technology – Timber Products & Furniture Technologies .....	59
SVET.....	60
Construction .....	61
Hospitality – Food & Beverage .....	62
Retail .....	63
Year 11 Assessment Calendar 2024 .....	66

## Section 1: Policy

### General

This book contains an outline of the Kincumber High School Year 11 Course Assessment Policy, and the assessment procedures for each of the courses offered at Kincumber High School, for the 2024 Year 11 Course cohort.

The school assessment policy emphasises the importance of meeting assessment requirements, especially deadlines for submission or completion of work, and the consequences of failing to do so.

The procedures for each course will specify the nature of assessment tasks, and the approximate dates on which they will be due.

### PRELIMINARY HSC COURSE ELIGIBILITY

To be eligible for the award of this certificate, students must fulfil the course requirements and restrictions, and the rules and regulations, as set down by the NSW EDUCATION STANDARDS AUTHORITY. It is expected that all students: -

- will have satisfactory attendance and progress,
- will study appropriate courses as approved by the Board,
- will complete the requirements of each course, including any necessary oral, practical or project work,
- will have performed the tasks in the school's assessment program in each course.
- will sit for any examination set as part of the course.
- will complete the All My Own Work program prior to course entry in February 2024.

### REQUIREMENTS FOR YEAR 11 AND 12

In order to complete the Year 11 and HSC courses, students must:

Satisfactorily complete courses that meet the pattern of study required by the NSW Education Standards Authority (a minimum of 12 units in Year 11 and a minimum of 10 units in the HSC course – see pattern of study below)

- a) Sit for and make a serious attempt at the Year 11 and HSC exams
- b) Follow the course developed or endorsed by the NESA.
- c) Apply themselves with diligence and sustained effort to all of the set tasks and experiences provided in the course by the school
- d) Achieve some or all of the course outcomes

Your pattern of study must include at least:

- a) 6 units of Board Developed Courses
- b) 2 units of a Board Developed course in English
- c) 3 courses of 2 units or greater
- d) A minimum of 4 different subjects

In addition, a maximum of 6 units of courses in Science can contribute to your HSC.

## Guidelines for Satisfactory Completion of Year 11 Courses

### Part A – NSW Education Standards Authority, (NESA) Guidelines

These are contained in the Assessment Certification and Examination Manual (ACE) which is distributed to each school by (NESA), and contains relevant information relating to the Higher School Certificate.

A student will be considered to have satisfactorily completed a Year 11 course if in the Principal's view, there is sufficient evidence that the student has:

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

Whilst the NESA does not mandate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by principals, who must give students early warning of the consequences of such absences.

### Part B – School Guidelines

**Attendance** – students need to maintain an 85% attendance record. This is less than 30 days per calendar year. If a student's attendance falls below this figure, and causes their teacher(s) concern, they will be required to show their ability to satisfactorily complete the course(s). Students will be interviewed by a panel consisting of the Deputy, Head Teacher Welfare, and the classroom teacher(s). Students will be required to receive prior written warning if teachers feel their attendance is causing concern. The final determination of satisfactory attendance will be at the Principal's discretion.

**Completion of Year 11 Tasks** – students will be required to attempt and complete to the best of their ability at least 50% of the total Year 11 Assessment tasks. However, failure to complete any Year 11 Task may lead to the student being recommended for an "N" determination for that particular course.

**Completion of 'Non-Preliminary' Tasks** – (includes anything the classroom teacher feels is a prerequisite for a student to satisfactorily complete the course for example tasks such as: set homework, assignments, practical work, etc). Students will need to complete ALL such tasks to the satisfaction of the classroom teacher. Students causing concern in this area will be issued with a series of warning letters, indicating lack of diligence and sustained effort in that course(s). Failure by the student to improve their application and effort may lead to the student being recommended for a "N" determination in that particular course.

**Completion of Compulsory Tasks** - Some courses have compulsory components, e.g. practical work requirements, which must be completed to a satisfactory standard, before a student is allowed to proceed to the HSC course. If a student is causing concern in this area, they will be issued with a series 'N' Award of warning letters. A student who fails to address concerns stated in an 'N' Award warning letter will be recommended for a "N" determination for that particular course(s).

At the completion of each Year 11 course each student will be deemed to have completed the course:

- a. **Satisfactorily** – This will allow the student to begin the HSC component of the course.

**OR**

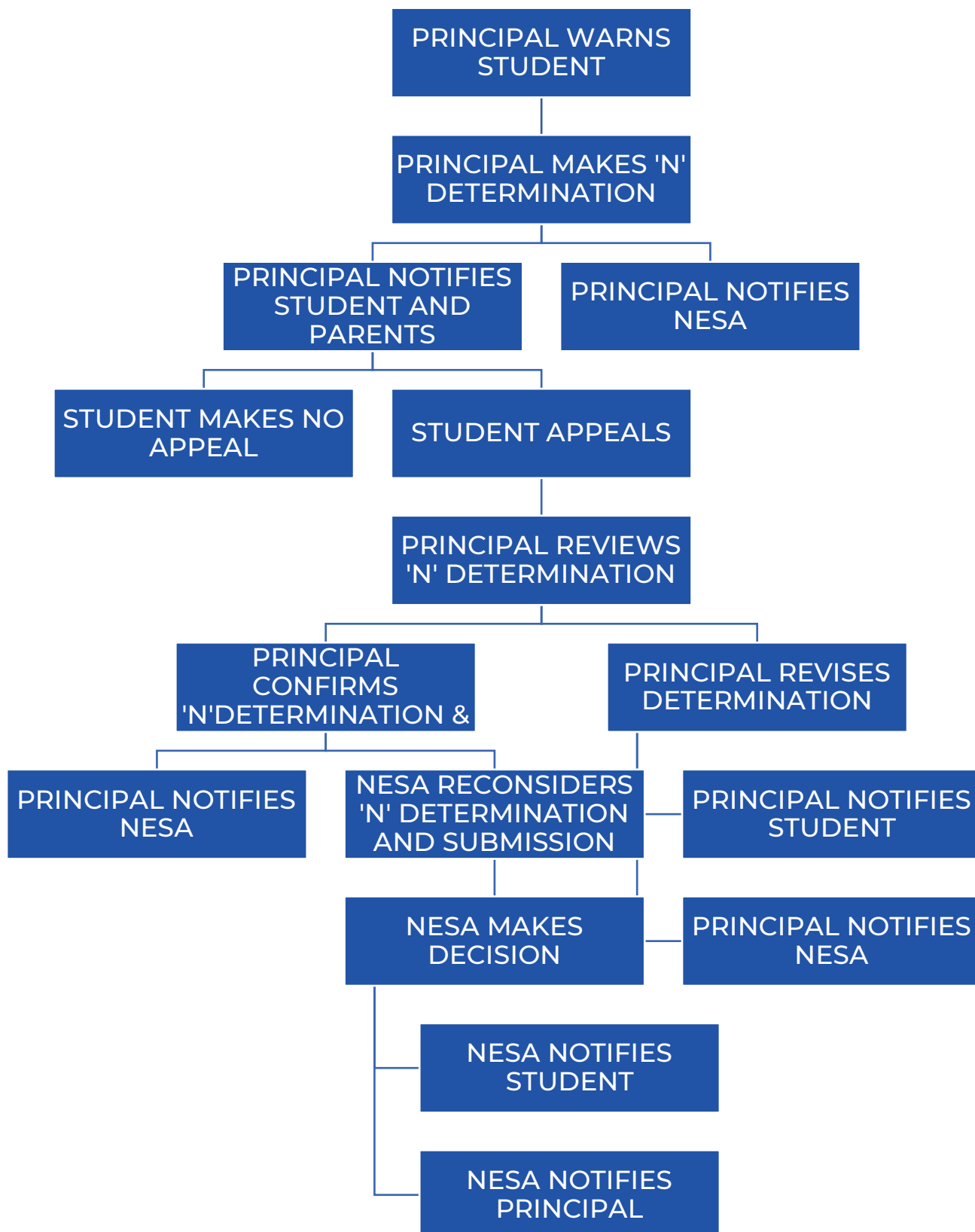
- b. **NON ('N') Award** – This will prevent a student from beginning the HSC component of the course and will involve a reselection of subjects. It can have a serious effect on a student's study pattern, particularly for students wanting an ATAR (Australian Tertiary Admission Rank). Such students are urged to thoroughly understand such consequences, by talking with the classroom teacher, head teacher or career advisor. (NOTE: such determinations will appear on each student's "Preliminary Course Record of School Achievement"- RoSA)

**OR**

- c. **Provisionally** – This determination will be given if the classroom teacher feels that the student has missed a task(s), but had a valid excuse for doing so. The student will be given an 'N' Award but given the opportunity to complete the task(s), or alternate task(s) so that the student's status can be changed to satisfactory. These students will be allowed to begin the HSC component of the course on the understanding that all provisional tasks will be completed to a satisfactory standard within an agreed time.

## 'N' Determinations

The following flow chart indicates the procedures, which will be followed after the Principal makes an "N" determinations



## Assessment Processes

You are required to complete school-based assessment tasks for most of the Board Developed HSC Courses you study.

School-based assessment counts for 50% of your overall mark in each course and is reported on your Higher School Certificate Record of Achievement.

School-based assessment tasks are designed to measure performance in a wider range of objectives than may be tested in an examination. Assessment tasks may include tests, written or oral assignments, practical activities, fieldwork and projects. The assessment requirements for each Board Developed Course are set out in each syllabus.

For VET courses, you are assessed on your competency in performing work related tasks. This counts towards your VET qualification but not towards a HSC mark. Students sitting the final HSC examination in a Category B VET course will be awarded a HSC mark which may contribute to the calculation of an ATAR.

## The School's Responsibilities

Your school develops an assessment program for each course. This means your school is required to:

- Set tasks that will be used to measure your performance in each component of a course.
- Specify the relative value of each of these tasks.
- Inform you in writing of:
  - the components and their weightings for each course
  - when assessment tasks will take place
  - the mark value of each task in relation to the total number of marks for the course
  - the nature of each assessment task (e.g. assignment, test, project, etc.)
  - the administrative details associated with each task (e.g. student absence, late submission of work, etc.)
- Provide adequate notice of the precise timing of each assessment task.
- Keep records of your performance in each task.
- Provide you with information on your progress.

## Student Responsibilities

*You are expected to complete the tasks that are part of the assessment program, and you should ensure that you have a copy of your school's assessment program for each course. These are included in Section 2 of this schedule.*

### *Submission of Assessment Tasks*

- Assessment tasks (excluding live performance/demonstration/practical tasks or in class assessments) **need to be submitted to the teacher/faculty representative by 8.15am on the published due date.** Students will need to sign for their task when submitting a task in non-digital format. Exceptions to the 8.15am submission rule must be sought by the teacher/Head Teacher in consultation with the Deputy Principal.
- An illness Misadventure Application would need to be submitted for consideration by the Deputy Principal in the case of a late submission (i.e. after 8.15am) and must be lodged within 24 hours of the due date/time.
- Students **must be present at school on the school day prior to the published due date**, or a zero mark will be awarded. A medical certificate (or appropriate documentation e.g. funeral, police report)



would be required if the student is away from school on the day of or the day prior to an assessment task being due.

## Malpractice using AI systems.

NESA and Kincumber High School acknowledge the need to uphold academic integrity and prevent plagiarism in light of new technological advancements such as AI systems like Chat GPT. This *Kincumber High School HSC Assessment Policy and Procedures* update outlines measures to be implemented to protect academic integrity, as well as ways for students to prove that their work is their own. The points outlined in this update are reinforced in the delivery of the *All My Own Work* units with Year 10 students.

Teachers are aware that some students are using AI tools to complete course work and assessments. The use of AI tools works against the ethos of public education, where students are encouraged to develop their critical thinking, writing, and communication skills through engaging and meaningful learning experiences. AI models, such as Chat GPT, are not dependable tools to use in completing assessment tasks. Here are a few reasons why:

- AI systems / Chat GPT generate responses based on training data and algorithms, which may not always be accurate or appropriate for the task at hand. Responses can be vague, repetitive, or irrelevant to the question being asked.
- AI systems / Chat GPT cannot evaluate the quality of the content generated by students or the accuracy of the information provided. For example, if students use Chat GPT to complete an essay or research task, it may generate content that is not factual or accurate, leading to lower grades or incomplete learning outcomes.
- Assessment tasks are intended to assess students' independent thinking, critical analysis, and communication skills, which are essential for future academic and professional success. If students rely on Chat GPT or other AI models to complete assessments, they will not develop critical skills to the level needed to complete tests or examinations or handle real-world challenges.
- The use of AI systems / Chat GPT may result in a malpractice determination where students may receive Zero marks for the submitted task.
- The use of Chat GPT has been banned by the NSW Department of Education and is not endorsed for use in schools.
- Relying on AI systems / Chat GPT to complete assessment tasks can also lead to a lack of motivation, interest, and confidence in your own ability to learn and grow.

NESA and Kincumber High School are committed to maintaining academic integrity and ensuring that all assessments are completed with honesty and integrity. To this end, the following measures will be implemented:

1. **Prohibition of AI-assisted assessments:** The use of AI systems / Chat GPT to complete assessments and generate student writing is strictly prohibited. Any student found to have utilised these systems to complete assessments [or part there of] will be found to have engaged in assessment malpractice, which may result in a mark of Zero being awarded\*. An alternate task may also need to be completed by the student to show they can demonstrate the completion of course tasks diligently and with a sustained effort.
2. **Clear instructions and expectations:** Kincumber High School teachers will provide clear instructions to students on the appropriate use of AI systems like Chat GPT in out of school settings. Students will be informed that these systems can only be used for broader research purposes and cannot be used to complete assessments (e.g., to generate student writing). Furthermore, they will be instructed on the consequences of engaging in academic dishonesty, such as Zero marks being awarded for an assessment completed using an AI system\*.
3. **Mandatory Use of Google Docs:** To prove that their work is their own, students completing research-based assessments will be required to use Google Docs to create their assessments and

share this document with their teacher. This will enable teachers to verify that the work was completed by the student by checking the revision history and timestamps of the document. For courses with practical works such as Visual Arts, the use of AI systems like Mid-Journey, ChatGPT4 and Dall-E are also prohibited. These students will need to demonstrate practical work progression by showing teachers incremental progress and/or portfolio documentation.

4. *Submission of drafts:* For research-based tasks, students can be expected to submit drafts as a requirement. This will enable teachers to verify that the student has completed the work themselves by comparing the draft to the final product. The draft(s) may or may not contribute to the overall assessment mark.
5. *Referencing:* It is expected that, for research-based assessments, in-text citations and a bibliography will be provided. Students need to use in-text referencing and a bibliography in academic writing to give credit to sources, avoid plagiarism, provide a list of consulted sources, enable verification of information, and showcase research and critical thinking skills. At Kincumber High School, APA (7<sup>th</sup> edition) is the common referencing system used across the school. This referencing system is explicitly addressed in the delivery of the All My Own Work units in Year 10. Students can acquire assistance in implementing this referencing system through their classroom teacher or through the Librarian (Miss Kat McDonogh).
6. *School demonstration of research-based learning:* For students to actively demonstrate their ability to apply concepts, critical thinking and demonstrate understanding of course concepts, teachers may opt to have students complete written responses under test conditions at school. To prepare for these written responses, students may be asked to research designated course material, concepts, texts or case studies. Teachers may also ask students to complete a viva voce (oral discussion / examination) at school after the completion of a research component.
7. *Plagiarism detection:* Teachers and faculties will closely scrutinise completed assessments to ensure they are completed with academic integrity. Such surveillance may take the form of electronic plagiarism protection tools and website reviews.

This policy update outlines measures that will be implemented to ensure that assessments are completed with honesty and integrity. These measures will be regularly reviewed to ensure that they remain effective and current.

This update to the Kincumber High School Assessment Policy and Procedures Booklet was introduced in March 2023.

*\*Final decision will be made by the Kincumber High School Malpractice and Plagiarism Panel.*

## Non-Completion of Assessment Tasks

### Illness, Accident and/or Misadventure

Assessment tasks will be scheduled to be completed and submitted to teachers for marking on or by specified dates and periods throughout the HSC year. Attendance on the day that the assessment task is either to be performed or submitted, is essential.

- A student may be allowed an extension of time for the work to be completed in extenuating circumstances if the extension is applied for at least 3 days prior to the date due.
- If, however, the student does not hand in any evidence of work by the due date and period, he or she will automatically be awarded zero. This will apply to absences from assessment tests.
- In the event of absence through illness, a Medical Certificate **must** be presented with the misadventure application.
- If a student is aware beforehand that they will not be at school on the day of a scheduled task, prior application must be made for permission to do the task at a different time or to complete an alternative task. The application must be made in writing at least one week prior to the day of the task.

In either of these situations, the student may appeal to the Assessment Appeals Panel within **one** day following the specified due date. ***If an appeal is not lodged under these conditions, then the awarded mark will stand.***

This school's Assessment Appeals Panel will consist of the head teacher of the course concerned, the year advisor and the principal or deputy principal. Appeals must be lodged with the course head teacher using the prescribed school form.

**NOTE:** *Parents and students are advised that a holiday scheduled in exam periods in the senior school is unacceptable and is to be avoided at all costs. Please check with school or exam dates located on the school website [www.kincumber-h.schools.nsw.gov.au](http://www.kincumber-h.schools.nsw.gov.au) to avoid these periods for holidays. Special application to the Principal will be required in case of emergency as holidays are not considered to be a valid misadventure.*

After considering the reasons for the appeal, the panel will decide whether to:

**grant an extension of time for the assessment task without any penalty**

or

**permit a substitute assessment task to be set**

or

**confirm the mark, zero or otherwise, which the teacher has already given**

or

**give an estimate based on other evidence**

Misadventure appeals can only be made against procedures and not against the marks awarded.

### *Technical failures*

Technical failures related to computing equipment will not constitute sufficient grounds for the granting of an extension. Students are expected to follow responsible practices in relation to the use of technologies, including the maintenance of reliable backup copies, allowing sufficient time to deal with potential technical failures and the retention of printed drafts.

In the event of printer failure, students may submit work via email attachment to the appropriate teacher through their education portal.

The school's email address is [Kincumber-h.school@det.nsw.edu.au](mailto:Kincumber-h.school@det.nsw.edu.au)

All appeal forms lodged must be kept by the class teacher in the *Students Causing Concern* section of the course monitoring folder along with a copy of the medical certificate or other documentation. **Medical Certificates** are obligatory to cover **absences through illness**. Original copies are to be filed in the student record file.

Failure to complete assessment tasks totalling 50% or more of the final assessment mark will result in the Principal certifying that the course has not been studied satisfactorily. In these circumstances the course will not be included in the result notice, and it may mean that the student will not then be eligible for the award of the HSC.

#### *Non-Serious Attempts and Non-Attempts*

**Non-serious attempts** include frivolous or objectionable material, or where significant sections / areas of a task are left blank or answered minimally (i.e. only a few words).

Students who provide answers to examination questions in a language other than English (unless specifically instructed to do so) will have zero marks awarded.

**Non-attempts** include those where only multiple-choice questions are attempted.

In the event of a student not making an attempt or a serious attempt at a task, the teacher will:

- award zero for that task
- record a zero mark in the assessment records
- inform the Head Teacher of the non-serious attempt
- inform the parents and keep record of this in the *Students causing concern* section of this folder.

#### **Further action may include:**

*The formation of a school-based malpractice panel consisting of the teacher, the head teacher and the deputy principal/principal to determine the result for the submitted work.*

## Malpractice and Assessment Tasks

Students are advised that the rules applying to the conduct of the Higher School Certificate Examinations also apply to the conduct of assessment tasks throughout the course. Students should review the contents of the mandatory **All My Own Work** program, which is accessible on the NSW Education Standards Authority website.

In the event of there being evidence of malpractice associated with the completion of an assessment task (either done at school or out of school without supervision), then a zero assessment may be awarded.

A student is considered to have been **cheating** if they:

- deliberately copy any work that is not their own and submit it for assessment
- lend their work for copying, knowing that whole or part of it will be submitted by another student
- seek/provide assistance from/to another student during test and examinations
- plagiarise material, not acknowledging the source.

'Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with NESAs subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronics sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgment.'

(Extract from ACE 9022)

Students, however, may appeal to the Assessment Appeals Panel **within one day following the notification of the zero award**. If an appeal is not lodged under this condition, then the awarded mark will stand.

Such an appeal will be processed according to the procedures set out for appeals under **Illness, Accident and/or Misadventure**.

All malpractices must be reported to the NSW Education Standards Authority. A record is maintained by the NSW Education Standards Authority in relation to any malpractices by students.

### *Written Material*

Candidates are not permitted to take with them into an examination or in-class assessment task any **unauthorised** books, notes, paper or materials. Candidates found to be in possession of any unauthorised material may have their papers in the course cancelled.

### *General Conduct*

Candidates must not behave in any way likely to disturb the work of any other candidate or upset the conduct of any other student, nor borrow material or equipment unless permission has been given by the supervisor.

Normal school rules of conduct apply for examinations and assessment tasks.

## Criteria for Teachers Giving Substitute Tasks

Where the result of an assessment task was affected for valid reasons by absence or other misadventure preventing presentation of part or all of the task for assessment, the school may use a mark based on a substitute task or, in exceptional circumstances, an estimate based on other evidence. Students who feel that they have a valid reason should complete an Assessment Misadventure Application form and follow the procedures as set out above. A medical certificate will need to be produced in most cases.

Any substitute task should:

- be based on the same components or outcomes as the original task
- test or measure the same knowledge or skills as the original task
- as far as possible, be of comparable standard to the original task and be assessed in the same manner as the original task.

Usually practical tasks cannot be made up due to the nature of the tasks except in exceptional circumstances.

***Some HSC courses have prescribed texts, topics, projects and works that must be considered or studied for the HSC. You should ensure that you are aware of the requirements for your course. Authority publications on prescribed texts, topics, projects and works for all courses in each examination year are available at your school. Ask your year advisor for information or check the current syllabus documents on the Board's website at: <http://www.educationstandards.nsw.edu.au>***

## School Examination Policies and Processes

*Examinations will be conducted following the procedures laid down for the conduct of the HSC examinations. Candidates are subject to the normal rules of the school throughout any examination period. Failure to observe the following rules may result in disqualification from the award of a HSC.*

### Before the exam

- Familiarise yourself with the location and time of your exam well in advance.
- Obtain sufficient rest the night before each examination. Eat an adequate breakfast.
- Arrive at your exam location at least 10 minutes before the due starting time. No additional time will be granted for students arriving late.
- Make sure you have made your restroom stop before the examination starts.
- Turn off all mobile phones and pagers. (Wrist watches will need to be placed on the desk - HSC ruling). No mobile phones or electronic devices are to be on or with the student during an exam
- No hats, hoods, sunglasses, food or drink are allowed in exams, other than small bottles of water
- Bring the correct equipment. No borrowing is allowed. Bags will be stored as directed by exam supervisors
- Approved calculators may be used. (See NESAs website for list). Calculators on mobile phones cannot be used.
- No responsibility will be taken for the safekeeping of any unauthorised material or equipment surrendered to supervisors before or during examinations.
- School uniform is to be worn to all examinations.
- During an examination period, students need only attend their scheduled examinations.

### During the exam

- The examination supervisors are in charge of all students.
- You must follow their instructions at all times and behave in a polite and courteous manner.
- Students must sit where directed and remain in their seat until instructed otherwise.
- Students must face the front and not talk or communicate in any way with other students.
- Students may not commence reading or writing until instructed to start the examination.
- Students are not permitted to leave the examination room until the completion of the examination.
- Students may not use the toilets during the first 30 minutes or the last 30 minutes of an examination. Permission must be sought from the supervisor before leaving your seat.
- Students must cease writing when instructed to do so and remain silent until they are outside the examination room.

### After the exam

- Students must not remove any examination booklets or papers from the examination room.
- When instructed to do so, leave the examination room quietly and in an orderly manner. Some students may still be working on longer examinations.
- Students must not discuss the examination paper with an absent student.



If you do not follow these basic rules or if you cheat in the examination, you may be removed from the examination room and reported to the principal. The penalty may be the cancellation of that paper, or all papers. This could affect your eligibility to receive the HSC. If you do not make a serious attempt at an examination, or your answers contain frivolous or objectionable material, you may not receive a mark in that course. This could affect your eligibility to receive the HSC.

An award of zero marks will be issued to any student who is absent from an examination. Students must submit a misadventure application supported by a medical certificate or other documentation for special consideration.

## Reporting Process

The school will issue reports twice during Year 11. These reports will detail an interim assessment rank for that reporting period. Reports issued post trial, will include an exam mark and rank. Comments will also be included.

Your school submits your assessment marks to the NSW Education Standards Authority calculated from your results on each formal assessment task you undertake as part of your HSC course.

In the case of VET courses studied at school, there is an estimate exam mark. A student log forms a record of student achievement in the units of competency for each course. Your school submits to the Authority a list of the units of competency you have successfully achieved. This information is used to produce your Higher School Certificate or Record of School Achievement.

The school is **not permitted to release final assessment marks** to students. An interim rank is included in the Half-Yearly and Yearly Reports.

## Satisfactory Completion of Courses

To receive a result in any course, you must satisfactorily complete that course.

Satisfactory completion of a course involves:

- following the course developed or endorsed by the Authority
- applying yourself with diligence and sustained effort to the set tasks provided in the course by the school
- achieving some or all of the course outcomes.

***If your principal decides that you have not satisfactorily completed a course, you will receive an "N Determination" (non-completion) in that course.***

***Your principal will give you written warnings in sufficient time to allow you to correct any problems regarding your achievement, application or completion of courses. Parents/guardians will also be advised in writing.***

***You have the right to appeal to the Authority against your principal's decision. If you choose to do so, your principal will explain the appeal mechanism to you.***

## Section 2

### Year 11 Assessment Schedule 2024

On the following pages is a schedule of Year 11 Assessment tasks for each of the courses offered at Kincumber High School. These tasks will be used by teachers to assess each student in a variety of different areas and allow them to determine a valid **assessment mark** and **rank** for each student within each course. It is imperative that **ALL** tasks, for each course are completed by each student to the best of their ability. Further information relating to each assessment task may be obtained from the teacher involved or the Head Teacher responsible for the KLA within which the course is offered.

If a student is scheduled to have **more than three** assessment tasks in one week (not including the Preliminary HSC Trial Exams), they should seek support from the Deputy Principal to examine possible solutions.

Students should note the following dates for their course examinations.

#### Year 11 Final Exams - Weeks 9/10, Term 3, 2024 (Sept 16 to 27)

**NOTE: Students should not plan leave to coincide with these exam periods. Non-attendance at any exam requires a misadventure application supported by a medical certificate.**

## Creative & Performing Arts

Creative Arts offers the following courses which are detailed on the following pages.

- Dance
- Drama
- Music 1
- Visual Arts
- Visual Design

## Dance

Dance Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	CP Dance individual analysis & demonstration, research, questions, log book/google classroom uploads CC demonstration of process, Discussion, log book/google classroom uploads	Research & Essay Scaffolding Task (TEEEL) on both Dance Works	CP Dance, Discussion, log book/google classroom uploads CC Dance, Discussion, log book/google classroom uploads CA Essays – Written TEEEL responses for both works	
Timing	Term 2, Week 3	Term 2, Week 9	Term 3, Week 9/10	
Outcomes assessed	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	1.1, 1.2, 1.3, 4.1, 4.2, 4.3, 4.4	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3, 4.4	
Core performance	25		15	40
Core composition	15		15	30
Core appreciation		20	10	30
<b>Weighting</b>	<b>40</b>	<b>20</b>	<b>40</b>	<b>Total 100</b>
Formative Assessment	CP – P1.4, P2.6	Ongoing discussion, development & alteration of movement to suit individual, Google Classroom uploads		
	CC – P1.4, P3.7	Ongoing discussion & demonstration of CC, Google Classroom uploads demonstrating movement being developed & compositional processes being applied		
	CA – P1.4, P4.5	Mind maps of Ochres & Appartement. Appropriate movement examples from Ochres & Appartement		

## Drama

Drama Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
<b>Nature of task</b>	<b>Improvisation, Playbuilding and Acting</b> (Group Devised Performance, Log Book and Essay)  This unit centres on developing performance skills and introduces students to writing and reflective practices	<b>Theatrical Traditions and Performance Styles</b> (Duologue Scene Work & Log Book)  Students will learn theoretically and experientially. This occurs through presentation of performance styles, practical workshops developing the theatrical elements of the style and appreciating the style through written reflection	<b>Elements of Production in Performance</b> (Group Performance and Yearly Exam)  Students learn about the roles of the director and designer through practice, research and writing about their experiences. They learn how the elements of production such as set, properties, costume, sound and lighting can enhance their production when transferring from developmental stages to performance	
<b>Timing</b>	<b>Term 1, Week 10</b>	<b>Term 2, Week 10</b>	<b>Term 3, Weeks 9/10</b>	
<b>Outcomes assessed</b>	P1.1, P1.2, P1.5, P1.6, P1.7, P2.1, P2.3, P2.4, P3.1, P3.3, P3.4	P1.1, P1.5, P1.6, P1.8, P2.1, P2.2, P2.6, P3.1, P3.2, P3.3	P1.1, P1.3, P1.4, P1.5, P1.6, P1.7, P2.2, P2.3, P2.5, P2.6, P3.1, P3.2, P3.3, P3.4	
Making	10	10	10	30
Performing	10	10	10	30
Critically Studying	10	10	20	40
<b>Weighting</b>	30	30	40	<b>Total 100</b>

## Music

<b>Music Year 11 assessment schedule</b>				
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Nature of task</b>	<b>Class Presentation of Research &amp; Written Submission</b>	<b>Composition Performed and/or submitted notation, recording</b>	<b>Yearly Exam (Performance, Aural Written Response)</b>	
<b>Timing</b>	<b>Term 1, Week 11</b>	<b>Term 2, Week 4</b>	<b>Term 3, Weeks 7/8</b>	
<b>Outcomes assessed</b>	2, 4, 5, 6, 8, 10	2, 3, 5, 8, 10, 11	1, 2, 3, 4, 6, 7, 9, 10, 11	
Performance Core			20	20
Composition Core		30		30
Musicology Core	30			30
Aural Core			20	20
<b>Weighting</b>	30	30	40	<b>Total 100</b>

## Photography, Video and Digital Imaging

Photography, Video and Digital Imaging Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Portfolio of Photographs Practical & Research Project	Photography 'The Mediated Selfie' Practical & Research Project	Video/Film 'Mirror' Practical & Research Project	
Timing	Term 1, Week 11	Term 2, Week 8	Term 3, Weeks 6	
Outcomes assessed	M - 1, 2, 3, 4, 5, 6 CH - 1, 2, 3, 4, 5	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
Making	20	25	25	70
Critical & Historical Studies	10	10	10	30
Weighting	30	35	35	Total 100

## Visual Arts

Visual Arts Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Practice Body of Work & Critical & Historical Study	Practice Body of Work	Critical & Historical Study Yearly Exam	
Timing	Term 1, Week 9	Term 3, Week 6	Term 3, Weeks 9/10	
Outcomes assessed	P1, P2, P3, P4, P5, P6, P7, P10	P1, P2, P3, P4, P5, P6	P7, P8, P9, P10	
Practice BOW	20	30		50
Critical & Historical	10		40	50
Weighting	30	30	40	<b>Total 100</b>



## Visual Design

Visual Design Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Practical & Research Project	Practical & Research Project	Practical & Research Project	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 7	
Outcomes assessed	DM – 1, 2, 3, 4, 5, 6 CH – 1, 2, 3, 4	DM – 1, 2, 3, 4, 5, 6	DM – 1, 2, 3, 4, 5, 6 CH – 1, 2, 3, 4	
Making	20	25	25	<b>70</b>
Critical and Historical Studies	15		15	<b>30</b>
<b>Weighting</b>	35	25	40	<b>Total 100</b>

## English

English offers the following courses which are detailed on the following pages.

- English - Advanced
- English - Extension 1
- English - Standard
- English - Studies

## English - Advanced

English – Advanced Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Reading to Write Imaginative Text with Reflection	Narratives that Shape our World Multimodal Presentation	Yearly Examination Critical and Short Answer Response	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes assessed	EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
<b>Weighting</b>	30	40	30	Total 100

## English – Extension 1

<b>English – Extension 1 Year 11 assessment schedule</b>				
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Nature of task</b>	Writing Response	Multimodal Independent Project	Yearly Examination Critical and Creative Response	
<b>Timing</b>	Term 1, Week 10	Term 2, Weeks 8	Term 3, Weeks 9/10	
<b>Outcomes assessed</b>	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	
Knowledge and understanding of complex texts and of how and why they are valued	15	20	15	50
Skills in complex analysis, sustained composition and independent investigation	15	20	15	50
<b>Weighting</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>Total 100</b>

## English – Standard

English – Standard Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Reading to Write Imaginative Text with Reflection	Contemporary Possibilities Multimodal Presentation	Yearly Examination Poetry Study Close and Short Answer Response	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Weeks 9/10	
Outcomes assessed	EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7, EN11-9	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
<b>Weighting</b>	30	40	30	Total 100

## English Studies

English Studies Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Read to Write Writing Task	Multimodal Presentation Elective Module: Playing the Game	Portfolio All Modules	
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Week 8	
Outcomes assessed	ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, ES11-6, ES11-7, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10	
Knowledge and understanding of course content	15	15	20	50
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>	15	15	20	50
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	Total 100

## Human Society and Its Environment (HSIE)

HSIE offers the following courses which are detailed on the following pages.

- Business Studies
- Legal Studies
- Modern History
- Society & Culture

## Business Studies

<b>Business Studies Year 11 assessment schedule</b>				
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Nature of task</b>	Research Task	In-Class Test	Final Examination	
<b>Topics</b>	Nature of Business	Business Management	Nature of Business Business Management Business Planning	
<b>Timing</b>	Term 1, Week 9	Term 2, Week 9	Term 3, Weeks 9/10	
<b>Outcomes assessed</b>	P1, 2, 6, 7, 8	P2, 5, 8	P1, 2, 3, 4, 5, 6, 8, 9, 10	
Knowledge and Understanding of Course Content	5	15	20	
Stimulus Based Skills		5	15	20
Inquiry and Research	10	10		20
Communication of Business Information and Issues in Appropriate Forms	10	5	5	20
<b>Weighting</b>	<b>25</b>	<b>35</b>	<b>40</b>	<b>Total 100</b>





## Legal Studies

Legal Studies Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Class Test (Multiple - Choice and Short Answers)	Research - Based Extended Response	Final Examination	
Topics	The Legal System	Law in Practice	The Legal System, The Individual and the Law, Law in Practice	
Timing	Term 1, Week 8	Term 2, Week 10	Term 3, Weeks 9/10	
Outcomes assessed	P1, P2, P3, P4	P5, P6, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Knowledge and understanding of course content	10	10	20	
Analysis and Evaluation	5	10	5	20
Inquiry and Research	5	10	5	20
Communication of legal information, ideas and issues in appropriate forms	10	5	5	20
<b>Weighting</b>	30	35	35	<b>Total 100</b>

## Modern History

<b>Modern History Year 11 assessment schedule</b>				
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Nature of task</b>	Source Analysis (In-class & at home component)	Research Task	Final Examination	
<b>Topics</b>	Investigating Modern History	Historical Investigation	All Content	
<b>Timing</b>	Term 1, Week 11	Term 2, Week 8	Term 3, Weeks 9/10	
<b>Outcomes assessed</b>	MH11-1, MH11-2, MH11-4, MH11-6, MH11-10	MH11-2, MH11-3, MH11-5, MH11-7, MH11-8, MH11-9	MH11-1, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-10	
Knowledge and understanding of content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10		10	20
Historical inquiry and research	5	15		20
Communication of historical understanding in appropriate forms	10	5	5	20
<b>Weighting</b>	35	30	35	<b>Total 100</b>

## Society &amp; Culture

<b>Society &amp; Culture Year 11 assessment schedule</b>				
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Nature of task</b>	Research & Media Analysis Report	Mini PIP Research Task	Yearly Examination	
<b>Topics</b>	Social & Cultural World	Personal & Social Identity and Intercultural Communication	All Topics	
<b>Timing</b>	Term 1, Week 9	Term 3, Week 2	Term 3, Weeks 9/10	
<b>Outcomes assessed</b>	1, 7, 8, 9, 10	1, 2, 3, 5, 7, 8, 9, 10	1, 2, 3, 4, 5, 6, 9, 10	
Knowledge understanding of course content	15	15	20	
Application & evaluation of social & cultural research methodologies	7.5	17.5	5	30
Communication of information, ideas & issues in appropriate forms	7.5	7.5	5	20
<b>Weighting</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>Total 100</b>

## Language

- French Beginners

## French Beginners

French Beginners Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Response to spoken texts/Q & A with teacher  Family Life, Home and Neighbourhood	Response to written text/interview  People, Places and Community/Education and Work	Yearly Exam  Holidays, Travel and Tourism & All Previous Topics	
Timing	Term 2, Week 1	Term 2, Week 8	Term 3, Weeks 9/10	
Outcomes assessed	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3	1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4	
Listening	20		10	30
Reading		20	10	30
Speaking	10	10		20
Writing			20	20
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>Total 100</b>

## Mathematics

Mathematics offers the following courses which are detailed on the following pages.

- Mathematics Advanced
- Mathematics Standard 1
- Mathematics Standard 2
- Mathematics Standard 1 - Mathematics in Trade Pathway
- Mathematics Extension 1

## Mathematics Advanced

Mathematics Advanced Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Prepared Assessment	In Class Test	Yearly Examination	
Timing	Term 1, Week 7/8 Dependent on Double Period	Term 2, Week 8/9 Dependent on Double Period	Term 3, Week 9/10	
Outcomes assessed	MA 11.1 - MA 11.2	MA 11.1 - MA 11.5	MA 11.1 - MA 11.9	
Understanding, fluency and communication	15	20	15	50
Problem solving, reasoning and justification	15	20	15	50
Weighting	30	40	30	Total 100

**Assumed Task Knowledge**

Task 1: Stage 5 work, Functions and Algebraic Techniques.

Task 2: Stage 5 work, Functions, Trigonometric Functions, Calculus.

Task 3: Stage 5 work, Yearly Examination: Functions, Calculus, Trigonometric Functions, Statistical Analysis, Exponential and Logarithmic Functions.



## Mathematics Standard 1

Mathematics Standard 1 Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Hand in Assessment	In Class Assessment	Examination	
Topics	Investigation	Prepared Task	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9/10	
Outcomes assessed	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Understanding, fluency and communication	15	20	15	50
Problem Solving, reasoning and justification	15	20	15	50
Weighting	30	40	30	Total 100

## Assumed Task Knowledge

- Task 1: Stage 5 Work, MS F1.2 Earning and Managing Money, MS A1 Formulae and Equations, MS 1.1 Practicalities of Measurement
- Task 2: Stage 5 Work, MS A1 Formulae and Equations, MS M1.1 Practicalities of Measurement, MS M1.2 Perimeter, Area and Volume, MS F1.2 Earning and Managing Money, MS A2 Linear Relationships, MS F1.1 Finance and Depreciation, MS S1 Data Analysis
- Task 3: Stage 5 Work, MS A1 Formulae and Equations, MS M1.1 Practicalities of Measurement, MS M1.2 Perimeter, Area and Volume, MS F1.2 Earning and Managing Money, MS A2 Linear Relationships, MS F1.1 Finance and Depreciation, MS S1 Data Analysis, MS M2 Time, MS M1.3 Units of Energy and Time, MS F1.3 Budgeting and Household Expenses

## Mathematics Standard 2

Mathematics Standard 2 Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	In Class Assessment	In Class Assessment	Examination	
Topics	Test	Prepared Task	Yearly Examination	
Timing	Term 1, Week 9	Term 2, Week 10	Term 3, Week 9/10	
Outcomes assessed	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Understanding, fluency and communication	15	20	15	50
Problem Solving, reasoning and justification	15	20	15	50
Weighting	30	40	30	Total 100

## Assumed Task Knowledge

- Task 1: Stage 5 Work, MS F1.2 Earning and Managing Money, MS A1 Formulae and Equations, MS 1.1 Practicalities of Measurement
- Task 2: Stage 5 Work, MS A1 Formulae and Equations, MS M1.1 Practicalities of Measurement, MS M1.2 Perimeter, Area and Volume, MS F1.2 Earning and Managing Money, MS A2 Linear Relationships, MS F1.1 Finance and Depreciation, MS S1 Data Analysis
- Task 3: Stage 5 Work, MS A1 Formulae and Equations, MS M1.1 Practicalities of Measurement, MS M1.2 Perimeter, Area and Volume, MS F1.2 Earning and Managing Money, MS A2 Linear Relationships, MS F1.1 Finance and Depreciation, MS S1 Data Analysis, MS M2 Time, MS M1.3 Units of Energy and Time, MS F1.3 Budgeting and Household Expenses

## Mathematics Standard 1 - Mathematics in Trade Pathway

Mathematics Standard 1 Mathematics in Trade Pathway HSC assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Investigation In Class Assessment	Investigation In Class Assessment	Examination	
Timing	Term 2, Week 1	Term 2, Week 9	Term 3, Week 9/10	
Outcomes assessed	MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Understanding, fluency and communication	17 ½	17 ½	15	50
Problem solving, reasoning and justification	17 ½	17 ½	15	50
Weighting	35	35	30	Total 100

**Assumed Task Knowledge**

**Task 1:** Stage 5 Work, MS A1 Formulae and Equations, MS M1.1 Practicalities of Measurement, MS M1.2 Perimeter, Area and Volume, MS F1.2 Earning and Managing Money, MS A2 Linear Relationships, MS F1.1 Finance and Depreciation, MS S1 Data Analysis, MS M2 Time, MS M1.3 Units of Energy and Time, MS F1.3 Budgeting and Household Expenses

**Task 2:** Stage 5 Work, MS A1 Formulae and Equations, MS M1.1 Practicalities of Measurement, MS M1.2 Perimeter, Area and Volume, MS F1.2 Earning and Managing Money, MS A2 Linear Relationships, MS F1.1 Finance and Depreciation, MS S1 Data Analysis, MS M2 Time, MS M1.3 Units of Energy and Time, MS F1.3 Budgeting and Household Expenses

**Task 3:** Stage 5 Work, MS A1 Formulae and Equations, MS M1.1 Practicalities of Measurement, MS M1.2 Perimeter, Area and Volume, MS F1.2 Earning and Managing Money, MS A2 Linear Relationships, MS F1.1 Finance and Depreciation, MS S1 Data Analysis, MS M2 Time, MS M1.3 Units of Energy and Time, MS F1.3 Budgeting and Household Expenses

## Mathematics Extension 1

Mathematics Extension 1 Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	In Class Test	Open Book Task Test	Yearly Examination	
Timing	Term 2, Week 3/4 Dependent Double	Term 3, Week 1/2 Dependent Double Period	Term 3, Week 9/10	
Outcomes assessed	ME 11.1 – ME 11.7	ME 11.1 – ME 11.7	ME 11.1 – ME 11.7	
Understanding, fluency and communication	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Weighting	30	30	40	Total 100

**Assumed Task Knowledge**

- Task 1: Stage 5 work, Inequalities, Graphical Relationships, Inverse Functions and Parametric Functions.
- Task 2: Stage 5 work, Trigonometry, Polynomials, Inverse Functions.
- Task 3: Stage 5 work, Yearly Examination.

NB: Extension 1 candidates are required to sit all assessments relating to the Mathematics (2U) course, in addition to the Extension 1 assessments.

## Personal Development, Health & Physical Education

PDHPE offers the following courses which are detailed on the following pages.

- Community & Family Studies
- Personal Development, Health & Physical Education
- Sport, Lifestyle and Recreation

## Community &amp; Family Studies

Community & Family Studies Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Resource Management Case Study	Individuals and Groups In-Class Essay	Yearly Exam	
Timing	Term 1, Week 8	Term 2, Week 7	Term 3, Week 9/10	
Outcomes assessed	Core 1 Resource Management 1.1, 1.2, 3.2, 4.1, 5.1, 6.1	Core 2 Individuals and Groups 2.1, 2.3, 3.2, 4.1, 4.2, 6.2	Core 1 Core 2 Core 3 1.1, 1.2, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 4.1, 4.2, 5.1, 6.1, 6.2	
Knowledge & understanding of course content	10	10	20	40
Skills in Critical thinking, research & analysis and communicating	20	20	20	60
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>Total 100</b>

## Personal Development, Health &amp; Physical Education

Personal Development, Health & Physical Education Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Health Case Study	Analysis of Body Systems and Movement	Yearly Exam	
Timing	Term 1, Week 10	Term 2, Week 8	Term 3, Week 9/10	
Outcomes assessed	Core 1 P1, P2, P3, P4, P15, P16	Core 2 P7, P8, P9, P10, P11, P17	Core 1, Core 2, Options P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P15, P16, P17	
Knowledge & understanding of Course Content	10	10	20	40
Skills in critical thinking, Research Analysis and communicating	20	20	20	60
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>Total 100</b>

## Sport, Lifestyle &amp; Recreation

Sport, Lifestyle & Recreation Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Fitness Testing & Analysis	Practical Application & Aptitude	Outdoor Recreation Planning Task	
Topic	Fitness	Games & Sports Applications	Outdoor Recreation	
Timing	Term 1, Week 7	Term 2, Week 10	Term 3, Week 7	
Outcomes assessed	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.2, 3.3, 4.4	1.3, 2.3, 3.6, 4.1, 4.2	
Weighting	35	35	30	Total 100



## Science

Science offers the following courses which are detailed on the following pages.

- Agriculture
- Biology
- Chemistry
- Earth & Environmental Science
- Marine Studies
- Physics

## Agriculture

<b>Agriculture Year 11 assessment schedule</b>				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Research	Practical Skills Task	Yearly Examination	
Timing	Term 1, Week 8	Term 2, Week 8	Term 3, Week 9/10	
Outcomes assessed	P3.14	P2.1, P2.2	P1.1, P2.3, P1.2, P4.1, P5.1	
Knowledge and Understanding	10	10	20	
Knowledge Understanding and Skills to Mange Systems		20	20	40
Skills in Effective Research, Experimentation and Communication	20			20
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>Total 100</b>

## Biology

<b>Biology Year 11 assessment schedule</b>				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	'Ecosystem Dynamics' Field Trip Depth Study	Practical Investigation & Skills	Final Examination	
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Week 9/10	
Outcomes assessed	BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-4, BIO11/12-7, BIO11-11	BIO11/12-1, BIO11/12-3, BIO11/12-4, BIO11/12-5, BIO11/12-7, BIO11-8	ALL	
Working Scientifically Skills	20	20	20	60
Knowledge and understanding	10	10	20	40
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>Total 100</b>

## Chemistry

<b>Chemistry Year 11 assessment schedule</b>				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Practical Skills and Research	Depth study	Final Examination	
Timing	Term 1, Week 8	Term 2, Week 9	Term 3, Week 9/10	
Outcomes assessed	CH11/12-4, CH11/12-6, CH11-8	CH11/12-1, CH11/12-2, CH11/12-5, 11/12-7, CH11/12-9	ALL Outcomes	
Working Scientifically Skills	20	20	20	
Knowledge and Understanding	10	20	10	40
<b>Weighting</b>	30	40	30	Total 100

## Earth &amp; Environmental Science

<b>Earth &amp; Environmental Science Year 11 assessment schedule</b>				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Data Analysis and Skills Task	Depth study	Final Examination	
Timing	Term 1, Week 8	Term 2, Week 7	Term 3, Week 9/10	
Outcomes assessed	EES11/12-3, EES11/12-4, EES11/12-5, EES11/12-8	EES11/12-1, EES11/12-2, EES11/12-3, EES11/12-7, EES11/12-11	All Outcomes	
Working Scientifically Skills	20	20	20	60
Knowledge and Understanding	10	20	10	40
<b>Weighting</b>	30	40	30	Total 100

## Marine Studies

<b>Marine Studies Year 11 assessment schedule</b>				
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Nature of task</b>	<b>Skills First Aid &amp; Water Safety</b>	<b>Research Task Anatomy &amp; Physiology of Marine Organisms</b>	<b>Yearly Examination</b>	
<b>Timing</b>	<b>Term 1, Week 7</b>	<b>Term 2, Week 9</b>	<b>Term 3, Week 9/10</b>	
<b>Outcomes assessed</b>	<b>2.1, 3.1, 3.2, 3.3</b>	<b>1.1, 2.3, 3.4, 5.3</b>	<b>1.1, 1.2, 1.3, 3.3, 4.2</b>	
Working Scientifically Skills	20	20	20	60
Knowledge and Understanding	10	10	20	40
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>Total 100</b>

## Physics

Physics Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Practical Skills Task	Depth study	Final Examination	
Timing	Term 1, Week 9	Term 2, Week 7	Term 3, Week 9/10	
Outcomes assessed	PH11/12-3, PH11/12-5, PH11-8, PH11-9	PH11/12-1, PH11/12-2, PH11/12-5, PH11/12-7, PH11-10	ALL OUTCOMES	
Working Scientifically Skills	20	20	20	
Knowledge and Understanding of Fundamental Mechanics	10	20	10	40
Knowledge and Understanding of Energy				
<b>Weighting</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>Total 100</b>

## Technology & Applied Studies (TAS)

TAS offers the following courses which are detailed on the following pages.

- Food Technology
- Industrial Technology - Graphics
- Industrial Technology – Timber Products & Furniture Technologies



## Food Technology

<b>Food Technology Year 11 assessment schedule</b>				
<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Weighting</b>
<b>Nature of task</b>	<b>Food Availability and Selection Report and Practical Preparation</b>	<b>Food Quality Experiment Design and Practical Preparation</b>	<b>Yearly Examination</b>	
<b>Timing</b>	<b>Term 1, Week 9</b>	<b>Term 2, Weeks 9</b>	<b>Term 3, Week 9/10</b>	
<b>Outcomes assessed</b>	<b>P1.1, P1.2, P4.1, P4.2, P4.3</b>	<b>P2.2, P3.2, P4.1, P4.4, P5.1</b>	<b>P1.1, P1.2, P2.1, P2.2, P3.1</b>	
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, research, analysing and evaluating	10	10	10	<b>30</b>
Skills in experimenting with and preparing food by applying theoretical concepts	10	10	10	<b>30</b>
<b>Weighting</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>Total 100</b>

## Industrial Technology – Graphics

Industrial Technology – Graphics Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Research Task	Project and Evaluation	Yearly Examination	
Timing	Term 1, Week 10	Term 3, Weeks 7	Term 3, Week 9/10	
Outcomes assessed	P2.1, P3.2, P4.2, P5.1	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3	P1.1, P1.2, P2.1, P6.1, P6.2, P7.1, P7.2	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of project	10	30	20	60
Weighting	20	40	40	Total 100

## Industrial Technology – Timber Products &amp; Furniture Technologies

Industrial Technology – Timber Products & Furniture Technologies Year 11 assessment schedule				
Task number	Task 1	Task 2	Task 3	Weighting
Nature of task	Research Task	Project and Evaluation	Yearly Examination	
Timing	Term 1, Week 10	Term 3, Weeks 7	Term 3, Week 9/10	
Outcomes assessed	P2.1, P3.2, P4.2, P5.1	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3	P1.1, P1.2, P2.1, P6.1, P6.2, P7.1, P7.2	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of project	10	30	20	60
Weighting	20	40	40	Total 100

## SVET

SVET offers the following courses which are detailed on the following pages.

- Hospitality – Food and Beverage Stream
- Construction Pathways
- Retail

Construction



Education

Construction

RTO - Department of Education - 90333, 90222, 90072, 90162

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package

School Name: Kincumber High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
Code	Unit of Competency	HSC Examinable Unit	Week 11	Week 11	Week 10	Week 10	Week 9/10
			Term 1	Term 1	Term 2	Term 3	Term 3
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

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”.

## Hospitality – Food & Beverage



Education

Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

RTO - Department of Education - 90333, 90222, 90072, 90162

School Name: Kincumber High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 10	Week 9	Week 9/10
		Term 2	Term 3	Term 3
Code	Unit of Competency			Date
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

**\* 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”.

## Retail



Macquarie Park RTO 90222

School Name: Kincumber High School

Student Competency Assessment Schedule 2024

Course: Retail Services - Preliminary

Assessment Tasks for Certificate III in Retail SIR30216		Cluster A	Cluster B	Cluster C	Yearly Exam (Optional)
		Safety	Customer Service: You in Retail	Are You Being Served?	
Assessment Due:		Week: 11 Term: 1	Week: 9 Term: 2	Week: 8 Term: 3	Week: 9/10 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.

SIR30216 Retail Preliminary Assessment Schedule October 2023

# Assessment Misadventure Application

Today's Date: \_\_\_\_\_ Task Due Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Year group: \_\_\_\_\_

Subject: \_\_\_\_\_ Teacher: \_\_\_\_\_

Task concerned: \_\_\_\_\_

Did you complete this task: Yes / No (please circle)

What is the nature of your misadventure / issue? (please tick)

Illness **Dates: from:** \_\_\_\_\_ **until** \_\_\_\_\_

Other

Details : \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Documentation provided: Yes / No

*(examples include medical certificate; funeral notice; police report; statutory declaration; letter)*

Student Signature: \_\_\_\_\_ Parent Signature: \_\_\_\_\_

\*Ensure you have completed all sections above.

\* A separate **Assessment Misadventure Application** is required for each assessment task impacted.

## Head Teacher – to be completed by Head Teacher in consultation with the student.

Head teacher Recommendation: \_\_\_\_\_

Head Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

*Pass on to the Deputy Principal when everything above this line has been completed*

## Outcome – this section to be completed by Deputy Principal in consultation with relevant Head Teacher.

DP Decision:				
Sit task at alternative time	Estimate	Alternative task	Application Rejected (zero mark awarded)	No penalty. Accept as submitted

New date / time: \_\_\_\_\_

Deputy Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Copies of this completed document go to: DP , Head Teacher , Teacher , Student



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## Year 11 Assessment Calendar 2024

Term 1 2024	Assessment Task	Term 2 2024	Assessment Task
Week 1		Week 1	Maths in Trade      French Beginners
Week 2		Week 2	
Week 3		Week 3	Dance                      Maths Ext 1 (W3/4)
Week 4		Week 4	Music
Week 5		Week 5	
Week 6		Week 6	
Week 7	Maths Adv (W7/8)    SLR Marine Studies	Week 7	CAFS                      EES Physics
Week 8	Legal Studies          CAFS Agriculture            Chemistry EES	Week 8	English Ext 1          Modern History French Beginners    Maths Adv (W8/9) Agriculture            Photography PDHPE
Week 9	Maths Standard 1    Business Studies Maths Standard 2    Society & Culture Physics                  Biology Visual Arts             Food Tech	Week 9	Dance                      Visual Design English Advanced    English Standard English Studies        Business Studies Maths In Trade        Biology Chemistry                Marine Studies Food Tech                Retail
Week 10	Drama                    English Advanced English Ext 1          English Standard English Studies        PDHPE IT-Graphics            IT -Timber Visual Design	Week 10	Drama                      Legal Studies Hospitality              Construction Maths Standard 1    Maths Standard 2 SLR
Week 11	Modern History        Music Construction          Retail Photography		

Term 3 2024	Assessment Task
Week 1	Maths Ext 1 (W1/2)
Week 2	Society & Culture
Week 3	Retail
Week 4	
Week 5	
Week 6	Photography      Visual Arts
Week 7	Music (Yearly)      SLR IT-Graphics      IT-Timber Visual Design
Week 8	English Studies      Retail
Week 9	<b>YEARLY EXAMINATION</b> Hospitality
Week 10	<b>YEARLY EXAMINATION</b> Construction

## YEAR 11 EXAMINATIONS held in Term 3, Weeks 9/10

CAPA	English	HSIE	Language	Mathematics	PDHPE	SCIENCE	TAS
Dance Drama Visual Arts	English Adv English Ext 1 English Std	Business Studies Legal Studies Modern History Society & Culture  Retail	French	Maths Adv Maths Standard 1 Maths Standard 2 Maths in Trade Maths Ext 1	CAFS PDHPE	Agriculture Biology Chemistry EES Marine Studies Physics	IT-Graphics IT-Timber Food Tech  Construction Hospitality