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**YEAR 11  
PRELIMINARY CERTIFICATE  
ASSESSMENT POLICY & SCHEDULES  
2024**

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**St Ives High School**  
**YEAR 11 PRELIMINARY CERTIFICATE ASSESSMENT POLICY & SCHEDULES**  
**2024**

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# ST IVES HIGH SCHOOL (SIHS) PRELIMINARY ASSESSMENT POLICY

## Introduction

This booklet outlines the assessment schedules for the cohort of students at SIHS undertaking Preliminary courses in 2024. Dates included for each course are correct at the time of printing, however unforeseen circumstances may result in changes over the year. Students will be notified in advance if a change is required. These schedules indicate: the number of assessment tasks for each course, the nature of the tasks, the weighting of the tasks, the areas of content each task will assess and when the tasks will be conducted.

## 1. Patterns of Study – Preliminary & HSC Courses

To achieve an Higher School Certificate you must satisfactorily complete **BOTH**:

- a Preliminary pattern of study that includes at least 12 units and
- an HSC pattern of study that includes at least 10 units.

Both patterns of study must include at least:

- 6 units of Board Developed Courses (Board Developed Courses are NSW Educational Standards Authority (NESA) Developed Courses).
- 2 units of a Board Developed Course in English, or English Studies.
- 3 courses of 2 or more units (either Board Developed or Board Endorsed Courses).
- 4 subjects.
- There are also specific eligibility rules for some Languages courses, such as Beginners and Language in Context, to ensure your course is at the appropriate level for your experience.
- Enrolling in a course that you are not eligible for could put your HSC at risk, so carefully check your eligibility for all courses you are entered for.

## Australian University Admissions Rank (ATAR)

The University Admissions Centre (UAC) uses the raw HSC examination marks (marks before aligning to band statements) and moderated school assessment marks to calculate an ATAR for all HSC students who are eligible and elect to receive one. The ATAR is essentially a rank used to offer HSC students' university places. Scaling is used to make comparisons between different students studying different courses.

To be eligible for an ATAR a student must satisfactorily complete at least 10 units of ATAR courses. An ATAR course is one which has a formal HSC examination conducted by NESA. In some courses, the examination is optional. Students wishing to obtain an ATAR **must** attempt the formal examination in 10 units of study to be eligible. The ATAR is based on an aggregate of scaled marks in 10 units of ATAR courses comprising the best two units of English and the best eight units from the remaining units.

## Non-ATAR Students

Students who do not meet the requirements for an ATAR but do meet the requirements for an HSC are considered non-ATAR students. Non-ATAR students can choose from a wider range of courses and need not sit the HSC examination in a course of study if the examination is optional.

## 2. Assessment

### School-based Assessment

School-based assessment is the process of identifying, gathering and interpreting information about student achievement. Assessment tasks measure performance in a wider range of course outcomes than can be tested in an external examination. These may include tests, written or oral assignments, practical activities, fieldwork, folios, and projects.

School-based assessment is also used to:

- assist student learning by providing quality feedback
- evaluate and improve teaching and learning programs
- provide information on student learning and progress in relation to syllabus outcomes
- provide evidence of satisfactory completion of a course
- report on the achievement by each student at the end of a course.

School-based assessments focus on outcomes and the marking guidelines used are expressed in terms of performance standards.

At the end of each HSC course the school will submit the school-based assessment mark to NESA, for every student in the course. The school-based assessment marks, provide a rank order of students in the course and show the relative differences between students.

### **Advice for major examination periods (Preliminary Yearly examinations in Term 3)**

Students are responsible for ensuring they attend all their scheduled exams and for the following:

- carefully check their exam timetable and the venue of their exams
- organise themselves to arrive on time for the start of each exam
- have the correct, approved equipment for each exam in a clear plastic bag
- wear full school uniform
- behave in a manner that does not interfere with the performance of others
- remain for the full time allotted for each exam
- leave mobile phones out of the exam room and powered off in bags as for DoE rules
- leave any electronic or digital device out of the exam room unless approved
- refrain from eating in the exam room (unless approved e.g. for medical reasons). Water in a clear container is allowed.

If absent from an examination students must follow the Illness/Misadventure procedures on page *ix*. The school will make efforts to reschedule the examination where feasible.

Students who cheat in an exam will be given a zero mark and may face other consequences.

### **Disability Provisions**

The school will provide Disability Provisions to students approved by the Head Teacher of Inclusive Education for school-based assessments. Year 12 students are required to make a formal application to NESA for Disability Provisions for the HSC examinations. This application is done in consultation with the Head Teacher of Inclusive Education who ensures the provisions being administered at the school are appropriate given the student's diagnosis and additional learning needs.

No earlier than Term 4 of the year prior to the HSC exams, students are required to submit updated documentation from medical practitioners and specialists, pertaining to the diagnosed need. The Head Teacher of Inclusive Education will liaise with identified students and their families in the first term of Year 12, detailing the process for student applications.

For further information, students and/or families should contact the Head Teacher Learning and Support.

### **SIHS and Student Responsibilities**

In relation to school-based assessment, SIHS staff will:

- inform students of the assessment requirements for each course
- provide students with notice of the nature, weighting and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks
- maintain records of marks awarded to each student for all assessment tasks and provide an overall assessment rank position on school reports for each course
- address issues relating to illness, misadventure and malpractice in assessment tasks
- address issues relating to late submission and non-completion of assessment tasks
- design assessment tasks that provide all students in the course similar conditions to ensure fairness
- advise students in writing when they are not meeting sufficient outcomes in a course and indicate what is necessary to meet the requirements satisfactorily
- ensure students know how they can collect their Assessment Rank Order for each course at the end of the HSC examinations and understand its purpose
- notify parents if an assessment task is not completed and any penalties imposed.

### **NOTE:**

- I. The School reserves the right to change the date or conditions of an assessment task if necessary to be fair to all students or because of unforeseen circumstances.
- II. The School reserves the right to set a substitute task if for any reason the initial task fails to discriminate or is found to be invalid.
- III. If a problem occurs during the performance of an assessment task, the student should complete the task and notify the Deputy Principal who will determine its validity in consultation with the KLA Head Teacher and Course Teacher.

### **Students must make a reasonable attempt at more than 50% of assessments in a course.**

This "greater than 50% of the assessments" cannot include any marks that are estimates. Failure to sit for more than 50% of the assessments will make the student ineligible to sit the HSC Examination. This is a NESA requirement.

## Illness or Misadventure

Students who are unwell on the day of an assessment task or believe exceptional circumstances have significantly hindered their ability to complete a task must, without delay, complete a **2024 Illness/Misadventure Application** (page ix - xii) and submit to the relevant **KLA Head Teacher immediately upon return to school if unwell or as soon as possible after experiencing a misadventure.**

In dealing with illness/misadventure **there can be no consideration for:**

- Unapproved leave from school during term time
- Difficulties in preparation or general loss of preparation time eg. Due to an earlier/pre-existing illness
- Long term illness, such as glandular fever, asthma and epilepsy - unless there is evidence of a flare-up during the assessment period
- The same grounds for which you receive disability provisions, except for other difficulties during an examination
- Alleged deficiencies in teaching eg. Extended teacher absences
- Loss of study time or facilities
- Misreading of the timetable or examination instructions
- Other commitments, such as participation in entertainment, family holiday or work, or attendance at a sporting or cultural event (unless prior approval has been given by the Principal)
- Matters that could have been avoided by the student.

## Important information about FORM A - Independent Evidence of Illness

- When possible, a medical professional will complete Form A - Independent Evidence of Illness.
- When this is not possible, alternative independent evidence of illness may include a standard medical certificate **which is dated on the day of the assessment task or on an earlier date with coverage to the day of the assessment task.** In this circumstance, the medical certificate must be stapled to page 2 of the Illness/Misadventure form.
- Backdated forms/medical certificates will not be accepted.
- Medical certificates from pharmacies or purchased online will not be accepted.

## Important information about HSC examinations

If a student is unwell during an HSC examination, NESAs will require their Form - Independent Evidence of Illness - to be completed by a medical professional. **NESA paperwork clearly states that “A medical certificate that merely states that the student was unfit for work/study is unacceptable.”**

## A student's next steps:

Students should approach the relevant KLA Head Teacher on **the day they return to school** to make arrangements for the missed task or an alternative task to be completed. *Failure to do so will result in a zero mark. Students absent from an Assessment Task without an acceptable reason will be awarded zero.*

## Submitting tasks performed outside School

Students may be awarded a zero mark for tasks, which have not been submitted on time, unless there is a student's **Illness/Misadventure Application** is accepted. Computer failure is very unlikely to be accepted as exceptional circumstance when work is not handed in on time as it is the student's responsibility to ensure backups of work are made. Absent students should arrange for the task (completed or incomplete) to be emailed or delivered to the teacher on the due date.

Assessment tasks must be handed in to the class teacher before or *during* the subject period on the due date unless otherwise stated by the teacher. Tasks submitted *after* the period may not be accepted. The decision to accept the task after the designated time will be at the discretion of the Assessment Review Team (Deputy Principal, KLA Head Teacher and Course Teacher).

## Vacations/leave during term time

**Vacations/leave taken outside normal school holidays will not be accepted as a valid reason for absence from assessment tasks, unless the student is granted written permission from the Principal, due to exceptional circumstances.** In these circumstances, the task/s should be handed in or completed *before* the due date.

## Students must not seek an unfair advantage

Students are not permitted to be absent from school for any lesson on the day before an assessment task is due and are not permitted to miss lessons prior to an assessment task (on the day of the task). If this occurs for reasons beyond the control of the student a medical certificate or other documentation acceptable to the Principal must be provided. Students may receive a reduced mark or zero for the assessment task if this rule is violated.

## NOTE:

Only in exceptional circumstances (eg: the completion of a substitute task is not feasible, would be unreasonable, or when a task is too difficult to duplicate) the Principal may authorise an estimate for a task that has not been completed

by the student. The estimate will be calculated in consultation with a Deputy Principal, Head Teacher KLA and Course Teacher. In all other cases, when a candidate fails to complete an assessment task by the due date, a zero may be recorded for that task.

### 3. Attendance

If away from school on any school day, it is the student's responsibility to speak with their teacher/s about the work that was missed. Thus, students are expected to actively seek out missed work by making immediate contact with their teachers after returning to school.

### Suspension

Unless forbidden by the Principal a suspended student is required to **attend school during the time in which the Assessment Task is being conducted**. If the Assessment Task is in the form of a written submission, the student must arrange for it to be emailed or handed to the class teacher or relevant KLA Head Teacher and recorded in the subject period on the due date. Failure to comply with the above may result in a zero (0) mark being awarded for the task.

### 4. Malpractice

Any behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including **plagiarism**, is unacceptable. NESAs treat allegations of malpractice very seriously and detected malpractice will limit a student's marks and jeopardise their HSC.

Examples of malpractice include, but are not limited to, the following:

- Speaking to any person other than a supervisor during an examination/assessment task
- Behaving in any way likely to disturb the work of any other candidate or upset the conduct of an examination / assessment task
- Attending an examination / assessment task while under the influence of alcohol or illegal drugs
- Taking into an examination room any books, notes, any paper, or any equipment other than the aids specified in the Course Requirements. A list of specific aids will be issued before each examination / assessment task
- Taking mobile phones, electronic dictionaries or other electronic devices, except an approved calculator into the examination room
- 'Plagiarism is when a candidate submits in whole or part work that someone else originated. It is cheating, it is dishonest, and it could jeopardise your HSC exam results.' (NESAs)

### The use of Artificial Intelligence (AI) in assessments

The unauthorised or unacknowledged use of AI in assessments is a form of cheating and **will be considered plagiarism**. Students must never copy work generated by AI tools and submit it as their own work. When unauthorised use of AI in assessments is determined, this may result in a zero (0) mark being awarded for the task. Note - many writing assistance tools (eg Grammarly) are AI-based and are to be avoided. Using these can lead to your work being flagged by our AI detection software. Please use Word/Google Docs spelling and grammar checking tool instead.

You may only use artificial intelligence and writing assistance tools in assessment tasks if you are explicitly permitted and/or instructed to do so to by the Course teacher. When this occurs, you must also acknowledge this in your work, either in a footnote or an acknowledgement section.

Students should anticipate submitting all research and hand-in tasks via Turnitin, and that such tasks will be subject to Turnitin's AI detection tool. If unauthorised use of AI is suspected, it is the student's responsibility to prove the originality of their work. In doing so, they may be asked to:

- Provide drafts of your work.
- Meet with the Assessment Review Team to explain how you prepared your assignment.

Therefore, it is the student's responsibility to keep a record of the ongoing work they have completed on hand-in assessment tasks. As such, it is highly recommended that students work in a cloud-based platform (e.g. Google Docs) should they be required to produce evidence of the originality of their work.

**Proven malpractice, plagiarism and/or dishonesty will result in the AWARD OF ZERO for that task, and subject to the Principal's recommendation could jeopardise the student being awarded an HSC.**

**If the Principal is convinced that a student has attempted to gain an unfair advantage over other students by not completing or performing an assessment task at the due time and date, a zero will be awarded irrespective of the excuse or the submission of a Doctor's Certificate.**

### 5. Non-Completion of Course Criteria N-Warning Letters

Students may be issued with an N-Warning letter if not applying themselves with **diligence and sustained effort**. At SIHS, students are expected to complete homework, engage in lessons and respond to teacher feedback. This letter

will explain what the student must do to meet the requirements of the course and the date by which the required work is to be submitted. Students who receive a second N-Warning letter in a course may receive an N-Determination. Students who receive an N-Warning letter should do the required work to their ability and submit it by the due date. Parents are invited to contact the school to discuss the issue with the teacher.

### **N-Determination**

Students who receive TWO or more N-Warning letters may be N-Determined for a course. If this happens the student will be told near the end of Term 3 of their Year 11 year that they will not be given credit for completing that course (or courses). It is recommended that a student with an N-Determination in a course sit the yearly examination in that course especially if the N-Determination decision is being appealed.

### **Review of N-Determination**

Students will be notified in writing of an N-Determination decision. SIHS will follow the NESA procedures for N-Determinations including the NESA's appeals process. Appeal forms will be issued to students when notified of an N-Determination. An N-Determination that is not successfully appealed will lead to the student not achieving that course and may result in the student being ineligible to commence the HSC course. This may have implications on the courses of study they can select in Year 12.

### **Non-Attempts and Non-Serious Attempts at Tasks**

A non-attempt is given a zero mark. An attempt considered as non-serious may be regarded as a non-completed task, and a zero mark may be given. This may result in an N-warning letter.

### **Record of School Achievement (RoSA)**

Students who complete Year 10 but leave school before starting Year 11 will receive a RoSA with Year 10 Grades recorded. Students who begin Year 11 but leave before grades are completed will receive a RoSA with Year 10 grades plus Year 11 courses listed. Students who complete Year 11 but leave school before completing the HSC will receive a RoSA with Year 10 and Year 11 Grades recorded. Students should request this from the Deputy Principal (Year 11).

### **Unsatisfactory Progress and Attendance**

Poor attendance and unsatisfactory progress are closely linked. Where attendance in a course falls below 85% without satisfactory explanation or when progress is not commensurate with ability N-Warning letters may be issued and/or an Improvement Program may be initiated. ***Continued unsatisfactory progress or attendance may lead to the student being withdrawn from a course or from the school.***

## **FREQUENTLY ASKED QUESTIONS**

### **Absent on the day of notification of an assessment task**

Following all absences from school the onus is on the student to find out what work and what notifications they missed.

### **Late arrival on the day of an assessment task**

School records must show that a student attended all lessons prior to the task on the day the assessment task is due. This is to ensure that no student is trying to get an unfair advantage. Failure to attend classes on the day of an assessment task prior to the task may result in a zero being awarded.

### **Late arrival to a task**

Students who arrive late to a task will not be given additional time. It is the responsibility of students to ensure they get to the assessment task on time. This may mean catching earlier transport to avoid delays.

### **Handing in "At Home" tasks**

Unless otherwise stated by the teacher, "At-Home" tasks must be handed in at the start of the lesson for that course on the due date.

### **Absence on the day of an In-class assessment task due to illness or other unforeseen circumstances**

The student must, without delay, complete a **2024 Illness/Misadventure Application** (page ix) and submit to the relevant **KLA Head Teacher immediately upon return to school if unwell or as soon as possible after experiencing a misadventure.**

### **Illness / Misadventure on the day of an assessment task**

The student must, without delay, complete a **2024 Illness/Misadventure Application** (page ix) and submit to the relevant **KLA Head Teacher immediately upon return to school if unwell or as soon as possible after experiencing a misadventure.**

### **Requesting leave of absence on the day of an in-class assessment task**

Should special circumstances arise where a student is aware they will be absent on the day of an assessment task, they must request leave from the Principal and if granted, must notify the KLA Head Teacher as soon as possible so that arrangements can be made for the task or an alternative task to be done. Under exceptional circumstances the Principal may authorise the use of an estimated mark.

### **Absence on the day of a Hand-In Assessment Task**

If a student is away from school on the day of a hand-in task, it is their responsibility to arrange for someone to email or deliver their work to the school. Their work should be accompanied with the completed **2024 Illness/Misadventure Application**

If the absence is due to a medical condition that prevented them from the task, they must hand in what has been completed on the due date. The balance of the task (if completed while absent) should be handed to the KLA Head Teacher as soon as the student returns to school with the **2024 Illness/Misadventure Application**

If the student **is not able to** complete any of the task, due to the nature of their illness, they must submit the **2024 Illness/Misadventure Application** to the KLA Head Teacher at the start of their first day back to school and make arrangements to do the task or alternative task.

### **Long Term Illness**

In certain circumstances, select long-term illnesses may qualify for Disability Provisions. This depends on the individual student circumstances and the functional evidence provided. Eligibility for Disability Provisions should be sought from the Head Teacher Learning and Support. Students can also apply for special consideration when they applying for university courses.

### **Querying the mark given for an assessment task**

An appeal or review will look at the procedures used in the assessment but will not question the judgement of the teacher. Students may ask the KLA Head Teacher for clarification of the mark awarded.

### **Work on assessment tasks during class time**

Students must not miss classes to complete assessment tasks and major works for other courses without prior approval.

### **Do you have non-assessment assignments and homework?**

**YES.** One of the conditions of completing a course satisfactorily is that the student “must apply themselves with diligence and sustained effort to the set tasks and experiences in the course provided by the school”. Failure to complete homework and assignments may lead to N-warnings being given for unsatisfactory participation.

### **Disability Provisions for assessment tasks**

Students who believe they could be eligible for special provisions (eg rest breaks, writer etc) should apply to the Learning and Support Teacher. Students with Disability Confirmations from a medical professional should provide a copy with their application. I think I may be eligible for Disability Provisions. Students and families should refer to Page 4 of this document for further information on Disability Provisions process. If students and families require further information around eligibility, they should contact the Head Teacher Learning and Support.

### **Year 11 TAFE assessment – A message from the Careers Adviser**

At some stage in your Year 12 studies you may start to reassess your chosen course of study from ATAR to non ATAR and vice versa. This could be because you have changed your career choice, are struggling with a school subject or simply want to try out a TAFE course.

It is possible for Year 12 students to do a 1-year TAFE course that counts 2 units towards the HSC. You attend TAFE on Tuesday afternoon from 2-6pm. If it is a TAFE course run at St Leonards TAFE on 1 evening per week from 5.30-9.30pm then it is possible to have those units counted towards the ATAR and the HSC (since the Preliminary and HSC is combined into 3 terms). Students should keep in touch with the Careers Adviser if at any time you are seeking to drop or pick up a subject

TAFE is an adult learning environment and attendance, performance and behaviour at TAFE is strictly monitored, so if you are not fully committed to your TAFE course you may be issued with N-award warnings followed by an N-Determination, which means you will be unable to continue in that course and will lose the associated units. This could mean you are ineligible to obtain the HSC.

If you are unable to attend TAFE for any reason it is your responsibility to notify your TAFE teacher and seek a doctor's certificate. The school will not inform the TAFE teacher on your behalf. All matters concerning attendance and assessment at TAFE need to be negotiated by students and parents directly with TAFE. The Careers Adviser can provide you with details of the relevant TAFE contact person.

Any student who is not yet 17 years of age and wishes to leave school, either to work or study or start an apprenticeship or traineeship, will need to follow the school clearance procedures. This means you will need a letter from your employer or course provider to say you will be working or studying at least 25 hours per week.

Note: This option is not open to International Students. TAFE will have their own assessment rules.



### 2024 Illness/Misadventure Application

A student who was absent from an assessment task or believes that circumstances occurring immediately prior to or on the day of an assessment task, and which were beyond their control, leading to a possible diminished result in the task, should complete this application and give it to the **KLA Head Teacher** of the subject affected.

#### PART 1 - Eligibility Check

The following circumstances are not eligible reasons for an illness/misadventure application. Please check and confirm that none of these circumstances are the reason for your application.

- Unapproved leave from school during term time
- Difficulties in or loss of preparation time, e.g. due to an earlier/pre-existing illness
- Long-term illnesses, e.g. glandular fever, unless you suffer a flare-up during the exam
- The same grounds for which you received disability provisions, except for other difficulties during the exam
- Alleged deficiencies in teaching, e.g. extended teacher absences
- Loss of study time or facilities throughout the year
- Misreading assessment details or instructions
- Other commitments, such as participation in entertainment, family holiday or work, or attendance at exams conducted by other education organisations.

**I confirm:**

- None of the circumstances listed above are the reason for this application.

\* Students with a long-term illness should apply to the Learning and Support Teacher for disability provisions. This illness/misadventure application can be completed for unexpected relapses of a long-term condition.

#### PART 2 - Student and Assessment Details

Student's name: \_\_\_\_\_ Roll Call: \_\_\_\_\_

Assessment task/s affected: \_\_\_\_\_

Date of assessment task/s: \_\_\_\_\_

Was the task completed?  Yes  No

If yes, when did you submit or sit the assessment? \_\_\_\_\_

What is the reason for this application?

Illness (complete FORM A)       Misadventure (complete FORM B)

Student's signature: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Parent's signature: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Yarrabung Road, St Ives, NSW, 2075

Phone: 9144 1689 Email: [stives-h.school@det.nsw.edu.au](mailto:stives-h.school@det.nsw.edu.au)

### FORM A - Independent Evidence of Illness

**This form is to be completed by a medical professional, when possible. Alternative independent evidence of illness may include a standard medical certificate which is dated the day of the assessment task or on an earlier date with coverage to the date of the assessment task. Please staple the certificate to this page.**

Doctor's Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Address: \_\_\_\_\_

I certify that on the above date I examined \_\_\_\_\_  
(Patient's name)

→ The patient is suffering from \_\_\_\_\_  
*(Diagnosis provided with patient's consent where possible)*

→ The patient is suffering from a medical condition of a confidential nature.

**In my opinion this condition will affect the completion of the following: (please tick)**

	In minor way	Moderately	Severely
Class attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Written assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Practical assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Private study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For the period: \_\_\_\_\_ to \_\_\_\_\_

**Examinations:** The student is unable to sit for examinations on: \_\_\_\_\_

How may this illness affect the student's performance:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Doctor stamp (include provider number)*

Signature of medical practitioner

Yarrabung Road, St Ives, NSW, 2075

Phone: 9144 1689 Email: [stives-h.school@det.nsw.edu.au](mailto:stives-h.school@det.nsw.edu.au)

### FORM B - Other Evidence of Misadventure

This form should be completed by a student who has experienced an unexpected circumstance that has led to absence from an assessment or believes that circumstances immediately prior or during the examination have led to a diminished result. Eg. Death in the family.

<b>Student name:</b>	
<b>Date of misadventure:</b>	
<b>Please describe in your own words, the misadventure that has been experienced. Include as much detail about the circumstances, answering the questions: what, where, how, and why the event or situation (as per prompts below) has affected their assessment performance or ability to complete.</b>	
<p>What happened?</p>        <p>Where and when did it occur?</p>        <p>How did this impact your ability to complete the task?</p>         	
<b>Student's signature:</b>	
<b>Parent's signature:</b>	

**PART 3 - Outcome (Head Teacher use ONLY)**

Date application received: \_\_\_/\_\_\_/\_\_\_

Application outcome:

Approved

Not approved

Additional notes and/or next steps:

Date: \_\_\_/\_\_\_/\_\_\_

Date student informed: \_\_\_/\_\_\_/\_\_\_

Appeal to the SIHS Review Team requested by student:  Yes  No

# *Creative Arts*

**ASSESSMENT SCHEDULE**

<b>Components (Syllabus)</b>	<b>Outcomes Assessed</b>	<b>Weighting % (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
			<b>Date:</b> Term 1 Week 10	<b>Date:</b> Term 2 Week 9	<b>Date:</b> Term 3 Week 8/9 during Exam block
			<b>Description:</b> <b>Viva Voce</b> Topic 1  In class viva voce using performance repertoire and aural examples to demonstrate an understanding of compositional techniques and features of the chosen topic.	<b>Description:</b> <b>Composition Portfolio and Aural Analysis</b> Topic 2  Composition or arrangement, including aural analysis of composition with reference to the concepts of music relevant to the chosen topic.	<b>Description:</b> <b>Yearly Performance and Aural Exam</b> Topics 1, 2 or 3  Solo and/or ensemble performance of TWO pieces reflecting the topics of study and an aural exam with 4 questions relating to the musical concepts.
Performance	P1	25			25
Composition	P3, P7	25		25	
Musicology	P6	25	25		
Aural	P4	25		10	15
<b>Total %</b>		<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>

**ASSESSMENT SCHEDULE**

<b>Components (Syllabus)</b>	<b>Outcomes Assessed</b>	<b>Weighting (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
			<b>Date:</b> Term 1, Week 10	<b>Date:</b> Term 2, Week 9	<b>Date:</b> Term 3, Week 9/10
			<b>Description:</b> <b>Musicology Presentation</b> Additional Topic  Presentation of a comparison of two contrasting works using scores and aural excerpts with reference to stylistic features and concepts of music	<b>Description:</b> <b>Composition Portfolio and Score Analysis</b> Mandatory Topic  Submission of composition portfolio with compositional exercises demonstrating stylistic understanding and score analysis of one related work with reference to musical concepts and compositional techniques	<b>Description:</b> <b>Yearly Performance and Written Exam</b> Mandatory Topic and Additional Topic  Solo and/or ensemble performance of TWO pieces, one from each topic, aural and score analysis with reference to the musical concepts
Performance	P1	25			25
Composition	P3, P4	25		25	
Musicology	P5	25	25		
Aural	P2, P7	25	10		15
<b>Total</b>		100	35	25	40

**ASSESSMENT SCHEDULE**

<b>Outcomes</b>	<b>Components (Syllabus)</b>	<b>Weightings (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
			<b>Date:</b> Week 6 Term 1 VAPD Week 2 Term 2 BOW	<b>Date:</b> Week 7/8 Term 2	<b>Date:</b> Week 6 Term 3 Week 9 Term 3
			<b>Description</b> VAPD (Visual Arts Process Diary) and material /conceptual exploration in a body of work	<b>Description</b> a) short responses b) In class essay Critical/ Historical Study	Body of Work supported by VAPD  Yearly Examination
P1, P2, P3, P4, P5, P6	Art Practice/ Art making – Body of Work: conceptual strength and meaning, resolution, representation	50	20		30
P7, P8, P9, P10	Art Criticism and Art History – Art Practice; Historical/ Critical; Conceptual Framework; Frames	50		25	25
	<b>Marks</b>	<b>100%</b>	20	25	55



# *English*

**ASSESSMENT SCHEDULE**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<p><b>Individual Performance &amp; Logbook</b></p> <p>Students will deliver an individual performance and outline their process and theatrical choices in a logbook.</p>	<p><b>Devised Performance &amp; Directorial Concept</b></p> <p>Students will create and present a devised group performance. They will also write a directorial concept and contribute to a collaborative logbook.</p>	<p><b>Scripted Performance &amp; Drama Essay</b></p> <p>Students will deliver a performance and write a Drama essay demonstrating their understanding of plays studied in class.</p>	
<b>Module</b>	<b>Theatrical Traditions</b>	<b>Improvisation &amp; Playbuilding</b>	<b>Staging Contemporary Drama</b>	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Exam Period	
<b>Outcomes assessed</b>	P: 1.1, P1.3, 2.1, 2.3, 2.4, 3.2, 3.3	P:1.2, 1.5, 1.7, 1.8, 2.5, 2.6, 3.1	P:1.4, 1.6, 2.2, 3.2, 3.3, 3.4	
<b>Components</b>				<b>Weighting</b>
Making	15	15	10	<b>40</b>
Performing	10	10	10	<b>30</b>
Critically Studying	5	10	15	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

**ASSESSMENT SCHEDULE**

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>Assessment 1: Writing Portfolio</b> (Hand in) Focus: Drafting, editing and polishing a piece of creative writing and a reflection statement	<b>Assessment 2:</b> Students will write an essay informed by their critical study	<b>Assessment 3: Yearly Assessment</b> Multi-modal presentation	
<b>Module</b>	Common module – Reading to Write: Transition to Senior English	Module B: Critical Study of Literature	Module A: Narratives that Shape our World	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9-10	
<b>Outcomes assessed</b>	EN11-1, EN11-3, EN11-9	EA11-4, EA11-5, EA11-8	EA11-2, EA11-6, EA11-7	
<b>Weighting %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100</b>

**ASSESSMENT SCHEDULE**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Assessment 1: Imaginative Writing Task</b> (hand in)	<b>Assessment 2: Comparative Essay</b> (In class)	<b>Assessment 3: Related Research Project</b> (In class) Multi-modal presentation	
<b>Module</b>	Texts, Culture and Value	Texts, Culture and Value	Texts, Culture and Value: Related research project	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9-10	
<b>Outcomes assessed</b>	EE11-2, EE11-3, EE11-6	EE11-1, EE11-3, E11-5	EE11-1, EE11-2, EE-113, EE11-4, EE11-5, EE11-6	
<b>Weighting %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100</b>

**ASSESSMENT SCHEDULE**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Assessment 1: Writing Portfolio</b> (Hand in) Focus: Drafting, editing and polishing a discursive text on voice, and a reflection	<b>Assessment 2: Multimodal Presentation</b> (Prepare at home) Focus: Students will give a speech to the class supported by visual presentation	<b>Assessment 3: Yearly Examination</b> Focus: Critical analysis in an essay	
<b>Module</b>	Common module – Reading to Write: Transition to Senior English	Module A: Contemporary Possibilities	Module B: Close Study of Literature	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9-10	
<b>Outcomes assessed</b>	EN11-1, EN11-3, EN11-8	EN11-2, EN11-6, EN11-9	EN11-4, EN11-5, EN11-7	
<b>Weighting %</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>	<b>100</b>

**ASSESSMENT SCHEDULE**

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<p><b>Assessment 1: Podcast and transcript</b> (Hand-in)</p> <p>Focus: Community engagement and writing skills</p>	<p><b>Assessment 2: Examination</b> (In class)</p> <p>Focus: Critical analysis</p>	<p><b>Assessment 3: Writing Portfolio</b> (Prepare at home &amp; compulsory pieces from class)</p> <p>Focus: Collection of classwork (from all modules) and reflection</p>	
<b>Module</b>	Mandatory Module: Achieving through English	Module A: We are Australians	Module D: Digital Worlds	
<b>Timing</b>	Term 1, Week 10	Term 2, Week 10	Term 3, Week 9-10	
<b>Outcomes assessed</b>	ES11-4, ES11-5, ES11-6	ES11-3, ES11-7, ES11-9, ES11-10	ES11-1, ES11-2, ES11-8	
<b>Weighting %</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>	<b>100</b>

**FACULTY:** EAL/D (English as an Additional Language and/or Dialect)

**SUBJECT:** ENGLISH AS AN ADDITIONAL LANGUAGE AND/OR DIALECT

**ASSESSMENT SCHEDULE**

Task number	Task 1	Task 2	Task 3	
<b>Nature of task</b>	<b>In class Learning Log and Writing Task</b>	<b>Multimodal Creative Writing Presentation</b>	<b>Yearly Examination</b>	
<b>Module</b>	Module D: Learning to Learn Module C: Texts and Society	Module A: Language, Texts and Contexts	Module A: Language, Texts and Contexts Module B: Close Study of Texts	
<b>Timing</b>	Term 2, Week 2 <i>(Ongoing formative assessment from T1, Week 2)</i> <b><u>Part A: Learning Log will be due on a fortnightly basis from Term 1, Week 4.</u></b> - <i>This will be handwritten as part of the compulsory Wide Reading Journal</i>  <b><u>Part B: Extended Writing Task including drafts and final response due from Term 1, week 9</u></b>	Term 2, Week 10  <b><u>T2, Wk6: Blog Entry #1:</u></b> Introducing self and purpose of blog.  <b><u>T2, Wk8: Blog Entry #2:</u></b>  <b><u>T2, Wk10: Blog Entry #3:</u></b> Creative piece of writing.	Term 3, Weeks 9 – 10	
<b>Outcomes assessed</b>	EAL11-2, EAL11-4, EAL11-9	EAL11-1a, EAL11-3, EAL11-5, EAL11-8	EAL11-1b, EAL11-6, EAL11-7	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	15	20	15	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

*Human Society and  
Its Environment  
(HSIE)*



**ASSESSMENT SCHEDULE**

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Date:</b> Term 1, Week 8	<b>Date:</b> Term 2, Week 8	<b>Date:</b> Term 3, as per exam timetable (Wk est. 8-10)
		<b>Description</b> In-Class Source Analysis	<b>Description</b> Historical Investigation	<b>Description</b> Preliminary Examination
		<b>Outcomes</b> AH11-6, AH11-7, AH11-10	<b>Outcomes</b> AH11-1, AH11-5, AH11-8, AH11-9	<b>Outcomes</b> AH11-2, AH11-3, AH11-4, AH11-6, AH11-7, AH11-10
Knowledge and understanding of course content	30	15		15
Historical skills in the analysis and evaluation of sources and interpretations	30	10	10	10
Historical inquiry and research	20		20	
Communication of historical understanding in appropriate forms	20	5	10	5
<b>Marks</b>	<b>100%</b>	30	40	30

**ASSESSMENT SCHEDULE**

<b>Components</b>	<b>Weightings</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Date:</b> Term 1 week 8	<b>Date:</b> Term 2 week 8	<b>Date:</b> As per timetable
		<b>DESCRIPTION</b> Business Essay + MC	<b>DESCRIPTION</b> Business report	<b>DESCRIPTION</b> Yearly Exam
		Outcomes P2, P7, P8, P1, P9	Outcomes P4, P8, P9, P10, P5, P1, P3	Outcomes P3, P4, P8, P5, P6, P10, P9
Knowledge and understanding of course content	40	10	5	25
Stimulus-based skills	20		15	5
Inquiry and research	20	10	10	
Communication of business information, ideas and issues in appropriate forms	20	10		10
<b>Marks</b>	<b>100%</b>	30	30	40

***NB. This schedule is subject to change due to possible Covid-19 disruption***

**ASSESSMENT SCHEDULE**

<b>Outcomes</b>	<b>Components (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Date:</b> Term 1, Week 10	<b>Date:</b> Term 2, Week 5	<b>Date:</b> Term 3 As per school examination timetable
		<b>DESCRIPTION</b> Topic test	<b>DESCRIPTION</b> Topic 5 Research Report	<b>DESCRIPTION</b> All Topics End of course examination
		Outcomes P1, P2, P7	Outcomes P7, P8, P9, P10, P12	Outcomes P3, P5, P6, P7, P8, P11
Knowledge and understanding of course content	40	10	5	25
Stimulus based skills	20	10	5	5
Inquiry and research	20		20	
Communication of economic information, ideas and issues in appropriate forms	20		10	10
<b>Marks</b>	<b>100</b>	20	40	40

**ASSESSMENT SCHEDULE**

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Date:</b> Term 1, Week 10	<b>Date:</b> Term 2, Week 9	<b>Date:</b> Term 3, Week 8/9 (yearly block)
		<b>DESCRIPTION</b> In class assessment - SA	<b>DESCRIPTION</b> Geographical Investigation	<b>DESCRIPTION</b> Yearly Examination
		GE-11-01 GE-11-02 GE-11-05 GE-11-09	GE-11-02 GE-11-06 GE-11-07 GE-11-08 GE-11-09	GE-11-03 GE-11-04 GE-11-05 GE-11-08 GE-11-09
Knowledge and understanding of course content	40	10	10	20
Geographical tools and skills	15	5	5	5
Geographical inquiry and research, including fieldwork	20	5	10	5
Communication of geographical information, ideas and issues in appropriate forms	25	5	10	10
<b>Marks</b>	<b>100%</b>	25	35	40

**ASSESSMENT SCHEDULE**

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Date:</b> Term 1, Week 9	<b>Date:</b> Term 2, Week 8	<b>Date:</b> Term 3 Yearly Exam as per timetable
		<b>DESCRIPTION</b> <b>The Legal System</b> Research and essay- in class	<b>DESCRIPTION</b> <b>Law Reform:</b> Media file and report	<b>DESCRIPTION</b> Examination: The Legal System, the Individual and the Law and the Law in Practice
		<b>Outcomes:</b> P1, P2, P3, P6, P9	<b>Outcomes:</b> P1, P4, P6, P8, P9	<b>Outcomes:</b> P1, P2, P3, P4, P5, P6, P7, P9, P10
Knowledge and understanding of course content	40	5	10	25
Analysis and Evaluation	20	5	10	5
Inquiry and Research	20	10	10	
Communication of legal information, issues and ideas in appropriate forms	20	10		10
<b>Marks</b>	<b>100%</b>	30	30	40

**ASSESSMENT SCHEDULE**

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Date:</b> Term 1, Week 8	<b>Date:</b> Term 2, Week 9	<b>Date:</b> Term 3, as per exam timetable
		<b>Description:</b> Source analysis	<b>Description:</b> Historical Investigation	<b>Description:</b> Preliminary Examination
		<b>Outcomes:</b> MH11-4, MH11-6 MH11-7	<b>Outcomes:</b> MH 11-3, MH11-5, MH11-6 MH11-8, MH11-9	<b>Outcomes:</b> MH11-1, MH11-2, MH11-3, MH11-9 MH11-10
Knowledge and understanding of course content	40	15		25
Source-based skills	20	10		10
Historical inquiry and research	20		20	
Communication of historical understanding in appropriate forms	20	5	10	5
<b>Marks</b>	<b>100%</b>	30	30	40

**ASSESSMENT SCHEDULE**

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Date:</b> Term 1, Week 10	<b>Date:</b> Term 2, Week 10	<b>Date:</b> Term 3, as per exam timetable
		<b>DESCRIPTION</b> Research essay	<b>DESCRIPTION</b> Socio-Cultural Investigation (Mini-PIP)	<b>DESCRIPTION</b> Preliminary Yearly Examination
		<b>Outcomes</b> P1, P2, P3, P7, P8	<b>Outcomes</b> P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	<b>Outcomes</b> P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
Knowledge and understanding of course content	<b>50</b>	10	10	20
Application and evaluation of social and cultural research methods	<b>30</b>	10	20	5
Communication of information, ideas and issues in appropriate forms	<b>20</b>	10	10	5
<b>Marks</b>	<b>100</b>	30	40	30

**ASSESSMENT SCHEDULE**

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Date:</b> Term 1, Week 5	<b>Date:</b> Term 3, Week 1	<b>Date:</b> Term 3, as per exam timetable
		<b>Description:</b> Nature of Belief Overview – Essay & Presentation	<b>Description:</b> Religion of Ancient Origin Investigation - Website	<b>Description:</b> Preliminary Examination
		<b>Outcomes:</b> P1; P2; P5; P8; P9	<b>Outcomes:</b> P1; P2; P3; P4; P5; P6; P8; P9	<b>Outcomes:</b> P1; P2; P3; P4; P5; P7; P8; P9
Knowledge and understanding of course content	40	20		20
Source-based skills	20	5	5	10
Investigation and research	20	5	15	
<i>Communication of information, ideas and issues in appropriate forms</i>	20		10	10
<b>Marks</b>	<b>100</b>	30	30	40



**ASSESSMENT SCHEDULE**

<b>Components (Syllabus)</b>	<b>Weightings (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		<b>Date:</b> Term 1 Career pathways	<b>Date:</b> Term 2 Teamwork and collaboration	<b>Date:</b> Term 3 Yearly Exam as per timetable
		<b>Description</b> Research task and data collection	<b>Description</b> Preparing a Career Portfolio	<b>Description</b> Yearly Exam
		<b>Outcomes:</b> 1, 2, 3, 4, 5	<b>Outcomes:</b> 3, 4, 7, 9	<b>Outcomes:</b> 1, 2, 3, 4, 5, 8
Knowledge and Understanding of work, the work environment and skills for employment.				
Knowledge and understanding of employment options, career management, life planning and further education and training.				
Skills for success in the workplace				
Skills in critically assessing the personal and social influences on individuals and groups.				
<b>Marks</b>				

*Languages Other  
Than English  
(LOTE)*

**FACULTY:** LOTE (Languages Other than English)

**SUBJECT:** SPANISH  
BEGINNERS

**ASSESSMENT SCHEDULE**

<b>Outcomes</b>	<b>Components (Syllabus)</b>	<b>Weightings (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>
			<b>Date:</b> Term 1 Week 7 or 8	<b>Date:</b> Term 2 Week 10	<b>Date:</b> Term 3 Weeks 8/9 (as per exam schedule)	<b>Date:</b> Part A Term 1/2: ongoing but final check Week 2, Term 2 Part B Term 2/3: ongoing but final check Week 10, Term 3
			<b>Description</b> Listening/Reading passages in target language and responding in English	<b>Description</b> Speech on topic to be advised (eg. city/school) with written presentation component.	<b>Description</b> Yearly Exam Listening Speaking Reading Writing	<b>Description</b> Ongoing revision tasks in Education Perfect. Completion of 10 tasks/Part A and 10 tasks/Part B to minimum 85% accuracy.
1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	Speaking skills	20		15	5	
1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5	Listening skills	30	15		10	5
1.1, 1.2, 1.4, 2.3, 2.4, 3.3, 4.1, 4.2	Reading skills	30	15		10	5
1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4	Writing skills	20		10	10	
	<b>Marks</b>	<b>100%</b>	30	25	35	10

**ASSESSMENT SCHEDULE**

Component	Task 1	Task 2	Task 3	Weighting %	
	<b>Oral presentation/ Q &amp; A with teacher</b>  Family Life	<b>Response to written text/ interview</b>  People, places and communities	<b>Response to spoken and written texts/Written report</b>  Education		
	Term 1, Week 9	Term 2, Week 10	Term 3, Week 8 During the examination period		
	<b>Outcomes assessed</b> 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3	<b>Outcomes assessed</b> 1.1, 1.2, 2.1, 2.2, 2.6	<b>Outcomes assessed</b> 2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 3.4		
Listening	20		10	<b>30</b>	
Reading		20	10	<b>30</b>	
Speaking	10	10		<b>20</b>	
Writing			20	<b>20</b>	
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>	

**FACULTY:** LOTE (Languages Other than English)

**SUBJECT:** JAPANESE CONTINUERS

**ASSESSMENT SCHEDULE**

<b>Outcomes</b>	<b>Components (Syllabus)</b>	<b>Weightings (Syllabus)</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
			<b>Date:</b> Term 1 Week 8	<b>Date:</b> Term 2 Week 6	<b>Date:</b> Term 3 Weeks 9/10
			<b>Description</b> Speaking task – Video recorded conversation between class members in target language on given topic Script to be handed in.	<b>Description</b> Reading passages and responding in English and in target language in related extended writing task.	<b>Description</b> Yearly Exam - Listening Speaking Reading Writing (responding in Spanish)
1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	Speaking	20	15		5
3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Listening and responding	30		15	15
1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	Reading and Responding	30		20	10
1.2, 2.1, 2.2, 2.3, 4.1, 4.2	Writing	20	10		10
	<b>Marks</b>	<b>100%</b>	25	35	40

**ASSESSMENT SCHEDULE**

Component	Task 1	Task 2	Task 3	Weighting %	
	<b>Response to a spoken/visual text/oral presentation</b>  Personal identity - family and friends*	<b>Response to multimodal and texts/</b>  Education - school life*	<b>Research task with teacher Q and A</b>  People and places - healthy lifestyles*		
	<b>Timing</b> Term 1, Week 10	<b>Timing</b> Term 2, Week 10	<b>Timing</b> Term 3, Week 9 During the examination period		
	<b>Outcomes assessed</b> 1.1, 1.3, 2.1, 2.2, 2.3, 3.2, 3.4, 3.5, 4.1	<b>Outcomes assessed</b> 2.1, 2.2, 2.3, 3.1, 3.2, 3.5, 3.6	<b>Outcomes assessed</b> 1.2, 2.1, 2.2, 2.3		
Listening	20	10		30	
Reading		10	20		30
Speaking	10		10		20
Writing		20			20
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>		<b>100</b>

**ASSESSMENT SCHEDULE**

Component	Task 1	Task 2	Task 3	Weighting %
–	<b>Interview</b> Identity: <i>Inclusivity, diversity and belonging</i>	<b>Blogpost in Persian in response to multi-modal text</b> Responsibility: <i>Society</i>	<b>Research task with teacher Q and A</b> Legacy: <i>traditions/Persian speaking culture</i>	–
–	Term 1 Week 7	Term 2 Week 9	Term 3 Week 9 During exam period	–
–	1.1, 1.2	2.1, 2.2, 3.1, 3.2	2.1, 2.2, 2.3, 2.4, 3.3	–
Interacting in [Language]	20	–	–	<b>20</b>
Analysing [Language]	–	20	30	<b>50</b>
Creating meaning in [Language]	–	20	10	<b>30</b>
<b>Task total</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

# *Mathematics*



**FACULTY: MATHEMATICS**

**SUBJECT: MATHEMATICS STANDARD**

**ASSESSMENT SCHEDULE**

Components (Syllabus)	Weightings (Syllabus)	Task 1	Task 2	Task 3
		Term 1 Week 8 to 11	Term 2 Week 8 to 10	Term 3 (see examination timetable)
		Investigative Assessment (Including upload of Excel financial spreadsheet and validation test)	Assessment: Test (One double-sided A4 hand- written notes permitted)	Formal Examination 2 Hours (12 Multiple choice and 4 x 17 marks, including 2 items as un-scaffolded 4 or 5 mark questions)
		<b>Topics:</b> Earning / Managing Money Budgeting / Expenses Working with Time Linear Relationships	<b>Topics:</b> Linear Relationships Units of Measurement Formulae and Equations Classifying/ Representing Data	<b>Topics:</b> All topics covered.
		<b>Outcomes:</b> MS11-1, MS11-2, MS11-3, MS11-5, MS11-6, MS11-9, MS11-10	<b>Outcomes:</b> MS11-1, MS11-2, MS11-3, MS11-6, MS11-9, MS11-10	<b>Outcomes:</b> MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10
Understanding, fluency and communication.	50	15	15	20
Problem-solving, reasoning and justification.	50	15	15	20
<b>Marks</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>

**ASSESSMENT SCHEDULE**

<i>Components (Syllabus)</i>	<i>Weightings (Syllabus)</i>	<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
		Term 1 Week 8 to 11	Term 2 Week 8 to 10	Term 3 (see examination timetable)
		Technology assignment, including a validation test.	Assessment 55 minute test	Formal Examination 2 Hours
		Algebra Functions	Algebra Differentiation Trigonometry	All topics covered.
		<b>Outcomes:</b> MA11-1, MA11-2, MA11-8, MA11-9	<b>Outcomes:</b> MA11-1, MA11-3, MA11-4, MA11-5, MA11-8, MA11-9	<b>Outcomes:</b> All outcomes
Understanding, fluency and communication.	50	15	15	20
Problem-solving, reasoning and justification.	50	15	15	20
<b>Marks</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>

**ASSESSMENT SCHEDULE**

<i>Components (Syllabus)</i>	<i>Weightings (Syllabus)</i>	<i>Task 1</i>	<i>Task 2</i>	<i>Task 3</i>
		Term 1 Week 8 to 11	Term 2 Week 8 to 10	Term 3 (see examination timetable)
		Technology assignment, including a validation test.	Assessment 55 minute test	Formal Examination 2 Hours
		Algebra Functions, including extension	Extension Functions Differentiation Extension Trigonometry	All topics covered.
		<b>Outcomes:</b> ME11-1, ME11-2, ME11-6, ME11-7	<b>Outcomes:</b> ME11-1, ME11-3, ME11-4, ME11-7	<b>Outcomes:</b> ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7
Understanding, fluency and communication.	50	15	15	20
Problem-solving, reasoning and justification.	50	15	15	20
<b>Marks</b>	<b>100%</b>	<b>30</b>	<b>30</b>	<b>40</b>

*Personal Development,  
Health &  
Physical Education  
(PDHPE)*

**ASSESSMENT SCHEDULE**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Critical Analysis Assessment</b> Core 1: Resource Management	<b>Research and Report</b> Core 2: Families and Communities Family and Sporting Groups	<b>Yearly Examination</b>  All topics	
<b>Timing</b>	Term 1, Week 8	Term 2, Week 6	Term 3, Week 9-10	
<b>Outcomes assessed</b>	P1, P2	P1, P2, P3	P1 – P17	
<b>Component</b>	<b>Weighting %</b>			
<b>Knowledge and understanding of course content</b>	20	10	20	<b>50</b>
<b>Skills in critical thinking, research, analysing and communicating</b>	10	20	20	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

**ASSESSMENT SCHEDULE**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Topic Test</b> Body in Motion & Better Health	<b>Application of First Aid</b> First Aid	<b>Yearly Examination</b> All topics	
<b>Timing</b>	Term 2, Week 6	Term 3, Week 2	Term 3, Week 9-10	
<b>Outcomes assessed</b>	P7, P8, P9, P10, P11, P16, P17, P1, P2, P3, P4, P5, P6, P15, P16	P6, P12	P1–P17	
<b>Component</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Skills in critical thinking, research, analysing and communicating	20	20	20	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

# *Science*

**FORMAL ASSESSMENT TASKS**

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Depth Study</b> Modules 3/4	<b>Practical examination</b> Module 1	<b>Yearly examination</b> Modules 1 - 4	
<b>Timing</b>	Term 1, Week 11 Monday 8th April	Term 2, Week 8 Friday 21st June	Term 3, Week 8/9	
<b>Outcomes Assessed</b>	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-10, BIO11-11	BIO11-1, BIO11-4, BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-10	BIO11-4, BIO11-5, BIO11-6, BIO11-8, BIO11-9, BIO11-10, BIO11-11	<b>Weighting %</b>
<b>Skills in working scientifically</b>	20	20	20	<b>60</b>
<b>Knowledge and understanding</b>	10	10	20	<b>40</b>
<b>Total Value %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

In addition to the formal tasks, there will be informal topic tests and quizzes to monitor student progress and for reporting purposes.

Practical work is an important component of this course and may be examined upon.



**FORMAL ASSESSMENT TASKS**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	<b>Task 4</b>	
<b>Nature of task</b>	<b>Practical Test</b>	<b>Depth Study</b>	<b>Yearly Examination</b>	<b>Practical Test</b>	
<b>Module</b>	Module 2	Module 3	All Modules	Module 2	
<b>Timing</b>	Term 1 Week 9 Monday 25th March	Term 3, Week 7 Monday 2nd September	Term 3, Week 8/9 Year 11 Exam Block	Term 1 Week 9 Monday 25th March	
<b>Outcomes assessed</b>	CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-9	CH11-1, CH11-2, CH11-3, CH11-4, CH11-7, CH11-10	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-9	
<b>Skills in Working Scientifically %</b>	20	20	20	20	<b>60</b>
<b>Knowledge and understanding %</b>	10	10	20	10	<b>40</b>
<b>Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

In addition to the formal tasks, there will be informal topic tests and quizzes to monitor student progress and for reporting purposes.

Practical work is an important component of this course and may be examined upon.

**FORMAL ASSESSMENT TASKS**

<b>Task Number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Skills/Practical examination</b> Module 1	<b>Depth Study</b> Modules 1 and 2	<b>Yearly examination</b> Modules 1 - 4	
<b>Timing</b>	Term 1, Week 9 Wednesday 27 <sup>th</sup> March	Term 2, Week 8 Monday 17 <sup>th</sup> June	Term 3, Exam week	
<b>Outcomes Assessed</b>	EES11-1, EES11-2, EES11-3, EES11-4, EES11-5, EES11-7, EES11-8	EES11-4, EES11-5, EES11-6, EES11-7, EES11-8, EES11-9	ES11-2, EES11-4, EES11-5, EES11-6, EES11-8, EES11-9, EES11-10, EES11-11	<b>Weighting %</b>
<b>Skills in working scientifically</b>	20	20	20	<b>60</b>
<b>Knowledge and understanding</b>	10	10	20	<b>40</b>
<b>Total Value %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

In addition to the formal tasks, there will be informal topic tests and quizzes to monitor student progress and for reporting purposes.

Practical work is an important component of this course and may be examined upon.

**FORMAL ASSESSMENT TASKS**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Practical Examination</b>	<b>Depth Study</b>	<b>Yearly Examination</b>	
<b>Module</b>	Module 1	Module 2	All Modules	
<b>Timing</b>	Term 1, Week 8 Wednesday 20 <sup>th</sup> March	Term 2, Week 4 Monday 20 <sup>th</sup> May	Term 3, Week 8/9 Exam Period	
<b>Outcomes assessed</b>	INS 11-1, INS 11-2, INS11-3, INS 11-4, INS 11-5, INS11-8, INS 11-9	INS 11-2, INS 11-5, INS 11-7, INS 11-10	INS 11-1, INS 11-4, INS 11-5, INS 11-6, INS 11-7, INS 11-8, INS 11-9, INS11-10, INS 11-11	
<b>Skills in Working Scientifically %</b>	20	20	20	<b>60</b>
<b>Knowledge and understanding %</b>	10	10	20	<b>40</b>
<b>Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

In addition to the formal tasks, there will be informal topic tests and quizzes to monitor student progress and for reporting purposes.

Practical work is an important component of this course and may be examined upon.

**FORMAL ASSESSMENT TASKS**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Practical Examination</b>	<b>Depth Study</b>	<b>Yearly Examination</b>	
<b>Module</b>	Modules 1 and 2	Module 3	All Modules	
<b>Timing</b>	Term 1 Week 11 Wednesday 10 <sup>th</sup> April 2024	Term 2, Week 5 Monday 24 <sup>th</sup> June 2024	Term 3, Week 8/9 Exam block	
<b>Outcomes assessed</b>	PH11-1, PH11-2, PH11-3, PH11-4, PH11-6, PH11-7, PH11-8, PH11-9	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-10	PH11-1, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11	
<b>Skills in Working Scientifically %</b>	20	20	20	<b>60</b>
<b>Knowledge and understanding %</b>	10	10	20	<b>40</b>
<b>Weighting %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100%</b>

In addition to the formal tasks, there will be informal topic tests and quizzes to monitor student progress and for reporting purposes.

Practical work is an important component of this course and may be examined upon.

# *Technological & Applied Studies (TAS)*

**ASSESSMENT SCHEDULE**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Engineered Product Analysis “Braking Systems”</b>	<b>Engineering Solution and Report* “Biomedical Engineering”</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 2, Week 10	Term 3, Week 7	Term 3, Weeks 9–10	
<b>Outcomes assessed</b>	P1.2, P2.1, P4.1, P4.2	P1.1, P2.2, P3.1, P3.2 P5.1, P5.2, P6.2	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	18	18	24	<b>60</b>
Knowledge and skills in research, problem solving and communication related to engineering practice	12	12	16	<b>40</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

\* Mandatory task - Preliminary

**FACULTY:** TAS

**SUBJECT:** ENTERPRISE COMPUTING

**ASSESSMENT SCHEDULE**

Task number	Task 1	Task 2	Task 3	
Nature of task	<b>Interactive media &amp; UX project</b>	<b>Networking systems &amp; social computing project</b>	<b>Yearly Examination</b>	
Timing	Term 1, Week 11	Term 3, Week 3	Term 3, Weeks 8-9	
Outcomes assessed	EC-11-04, EC-11-08, EC-11-09, EC-11-11	EC-11-01, EC-11-03, EC-11-04, EC-11-06, EC-11-07, EC-11-09	All outcomes	
Components				Weighting %
Knowledge and understanding of course content	10	10	30	<b>50</b>
Knowledge and skills in the design and development of information systems	15	25	10	<b>50</b>
Total %	<b>25</b>	<b>35</b>	<b>40</b>	<b>100</b>

**ASSESSMENT SCHEDULE**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Nutrition Task – menu plan, meal preparation and analysis</b>	<b>Functional Properties of Food Task - Presentation</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 10 <b>Friday 05/04 P0</b> – in class practical assessment Term 1, Week 11 <b>Monday 08/04 P1</b> – in class written assessment	Term 2, Week 8 <b>Wed 17/06 P1</b> – In class hand in.	Term 3, Weeks 9–10	
<b>Outcomes assessed</b>	P2.1, P3.1, P4.3, P4.1	P2.2, P4.4, P3.2	P1.1, P1.2, P4.2, P4.4, P5.1	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	10	20	<b>40</b>
Knowledge and skills in designing, researching, 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>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>



**FACULTY: TAS**

**SUBJECT: INDUSTRIAL TECHNOLOGY – TIMBER,  
MULTIMEDIA AND GRAPHIC TECHNOLOGIES**

**ASSESSMENT SCHEDULE**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Industry Study Quiz</b>	<b>Preliminary Project</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 9 Wednesday 27th March	Term 3, Week 6 Wednesday 28th August	Term 3, Week 8-9 Exam date TBA	
<b>Outcomes assessed</b>	P1.1, P1.2, P2.1, P7.1, P7.2	P2.1, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2	P1.1, P1.2, P2.1, P2.2, P6.1, P6.2, P7.1, P7.2	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	15	15	<b>40</b>
Knowledge and skills in the management, communication and production of projects		45	15	<b>60</b>
<b>Total %</b>	<b>10</b>	<b>60</b>	<b>30</b>	<b>100</b>

**FACULTY:** TAS

**SUBJECT:** SOFTWARE ENGINEERING

**ASSESSMENT SCHEDULE**

<b>Task number</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
<b>Nature of task</b>	<b>Programming Fundamentals Practical Assessment</b>	<b>OOP Software Project (Group)</b>	<b>Yearly Examination</b>	
<b>Timing</b>	Term 1, Week 10 (Tuesday 2nd April)	Term 2, Week 9 (Tuesday 25th June)	Term 3, Week 9–10	
<b>Outcomes assessed</b>	SE-11-01, SE-11-02, SE-11-06	SE-11-04, SE-11-07, SE-11-08, SE-11-09	All outcomes	
<b>Components</b>				<b>Weighting %</b>
Knowledge and understanding of course content	10	15	25	<b>50</b>
Knowledge and skills in the design and development of software solutions	20	25	5	<b>50</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# *Vocational Education & Training (VET)*

**School Name:** St. Ives High School

Student Competency Assessment Schedule 2024

**Course:** Preliminary Construction

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Week 7 Term 1	Week 11 Term 1	Week 8 Term 2	Week 8 Term 3	Week 8-9 Term 3
Code	Unit of Competency	HSC Examinable Unit	Date	Date	Date	Date	Date
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”.

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

School Name: St Ives High School

Student Competency Assessment  
Schedule 2024

Course: Preliminary Hospitality – Kitchen Operations Stream 240 Hour Compressed Delivery

Assessment Tasks for SIT20421 Certificate II in Cookery		Task 1	Task 2	Task 3	Task 4	Task 5	HSC TRIAL
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 7	Week 10	Week 4	Week 10	Week 7	Week 2-3
		Term 1	Term 1	Term 2	Term 2	Term 3	Term 3
Code	Unit of Competency	Date Monday	Date Monday	Date Monday	Date Monday	Date Monday	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					
SITXCOM007	Show social and cultural sensitivity	X					
SITXCCS011	Interact with customers	X					
SITHKOP009	Clean kitchen premises and equipment		X				
SITXINV006	Receive, store and maintain stock		X				
SITHCCC026	Package prepared foodstuffs			X			
SITHCCC023	Use food preparation equipment				X		
SITHCCC024	Prepare and present simple dishes				X		
SITHCCC027	Prepare dishes using basic method of cookery					X	
SITHCCC034	Work effectively in a commercial kitchen					X	

Depending on the achievement of units of competency, the possible qualification outcome is Certificate II Kitchen Operations **SIT20416** or a **Statement of Attainment towards Certificate II in Kitchen Operations SIT20416**.

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

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

School Name: St Ives High School

Student Competency Assessment Schedule 202

Course: Cookery

Assessment Tasks for SIT20421 Certificate II in Cookery		Task 1 Safety in the kitchen	Task 2 Service please	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 6	Week 6	Week 9
		Term 2	Term 3	Term 3
		Date 4 <sup>th</sup> June 2024	Date 27 <sup>th</sup> August 2024	Date TBC
Code	Unit of Competency			
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		
SITXCOM007	Show social and cultural sensitivity		X	
SITXCCS011	Interact with customers		X	

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

\* **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”.

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

School: ST IVES HIGH SCHOOL

Student Competency Assessment Schedule 2024

Course: Preliminary - Sport Coaching

Assessment Tasks for SIS30521 Certificate III in Sport Coaching		Task 1 Tournament Time	Task 2 The Community Coach	Task 3 Officiating in Sport	EXAM (Optional)
<i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Week 5 Term 1	Week 5 Term 2	Week 5 Term 3	Week  Term
Code	Unit of Competency	Date: 01/04	Date: 31/05	Date: 23/08	Date
HLTWHS001	Participate in workplace health and safety	X			
SISXIND006	Conduct sport, fitness and recreation events	X			
SISSSCO002	Work in a community coaching role		X		
SISSSCO005	Continuously improve coaching skills and knowledge		X		
SISSSF002	Develop an understanding of Sports Officiating.			X	

Depending on the achievement of units of competency, the possible qualification outcome is a Sport Coaching-Certificate III, SIS30521 or a Statement of Attainment towards a Certificate II in Sport Coaching SIS305121.

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