



Year 11 Assessment Handbook and Schedules

FOR THE 2021 ROSA

Forbes High School delivers 'education for a better quality of life', through innovation, enabling young people to lead extraordinary lives.

Principal: Ms K Maksymczuk (relieving)

Phone: (02) 6852 2666

Website: <https://forbes-h.schools.nsw.gov.au/>

Email: forbes-h.school@det.nsw.edu.au

Last updated: April 2021

CONTENTS

5	Introduction
5	NSW Education Standards Authority
5	School Assessment
6	Satisfactory completion of a course
6	Year 11 Assessment Marks
7	Common Grade Scale for Year 11 courses
7	Definition of an assessment task
7	Quality assessment tasks
8	School and teacher responsibilities
8	Student responsibilities
9	Timing of assessment tasks
9	Special consideration
10	Submission of work
10	Late submission of work
10	Absentees from assessment tasks
10	Unsatisfactory completion of assessment tasks
11	Non-serious attempts and non-attempts
11	Dishonesty, malpractice and breach of examination rules
11	N-determination process
12	Homework and assignments
12	Use of assignments in more than one course
12	Attendance
12	Technology in examinations
12	Disability provisions
13	Treatment of atypical students
13	Reporting to students and parents
14	Rights and responsibilities of students and parents
14	Assessment committee
15	Year 11 Assessment Calendar 2021
16	Agriculture
17	Ancient History
18	Biology
19	Business Studies
20	Chemistry
21	Community and Family Studies
22	Design and Technology
23	Earth and Environmental Science
24	English Advanced
25	English Standard
26	English Studies
27	Exploring Early Childhood
28	Industrial Technology
29	Mathematics Advanced
30	Mathematics Standard
31	Numeracy
32	Personal Development, Health, and Physical Education
33	Physics
34	Sport, Lifestyle and Recreation
35	Visual Arts
36	Work Studies
37	Assessment advice for VET Courses

39	Assessment summary for Construction
40	Assessment summary for Hospitality
41	Special consideration application (Student) Appendix 1
42	Modification of assessment Task (Teacher) Appendix 2

INTRODUCTION

Each school which presents candidates for the Year 11 Record of School Achievement in NSW is required to provide an Assessment Grade for each course. The purpose of this policy statement is to set out the guiding principles under which Year 11 Assessment will proceed at Forbes High School.

NSW EDUCATION STANDARDS AUTHORITY (NESA)

- NESA expects students to undertake all set Year 11 assessment tasks.
- NESA requires all students to follow an assessment schedule and have an assessment grade submitted for each course entered.
- Students who do not comply with NESA's assessment requirements in any course may not be eligible to progress to the Year 12 stage of that course and may not be eligible for the award of the Higher School Certificate.
- The minimum requirement is that the student makes a genuine attempt at assessment tasks which contribute in excess of 50% of available marks set for each course.
- In the case of extension courses, students who fail to meet the assessment requirements for the common (or 2 units) part of the course will not receive a result in the course.
- NESA outlines that no student is to gain an unfair advantage over other students.
- The N-determination process will be applied to students who do not meet course requirements or do not submit assessment tasks.

SCHOOL ASSESSMENT

School Assessment is intended to measure the student's total achievement in a course.

School-based assessment tasks are designed to measure performance of a wider range of syllabus outcomes than can be assessed by the external examination. Assessment tasks may include:

- Tests which may take a written, practical and/or oral form
- Class essays, research tasks, assignments, portfolios, log books
- Practical tasks and major works
- Fieldwork and projects

Advantages of school-based assessment include:

- it enables assessment of specific skills which are best demonstrated over time (practical skills);
- it caters for elements such as fieldwork where assessment can be completed in the field;
- it may increase the accuracy of the final assessment of student achievement by using multiple measures over time;
- students who achieve consistently but do not perform as well under examination pressure are not disadvantaged;
- additional information is provided to students, employers, and other educational institutions in the

community.

SATISFACTORY COMPLETION OF A COURSE

To be eligible for the award of the Year 11 Record of School Achievement, students are required to:

- maintain a satisfactory record of attendance, conduct and progress at school as evidence of satisfactory course completion;
- undertake and satisfactorily complete courses which comprise the pattern of study required by NESA;
- complete the requirements of each course, including any necessary homework, oral, practical or project work (as set out in each course syllabus and school program);
- make a genuine attempt to complete assessment tasks which contribute in excess of 50% of the available marks in that course;
- sit and make a genuine attempt in any examination set as part of the course.

If you are in danger of not meeting the above course completion, you will be given written warning in sufficient time to correct any problems regarding your satisfactory completion of course requirements. If you have not met the above criteria for satisfactory completion of a course, the school will inform NESA and will inform you in writing. You have the right to appeal to the school against this determination. If unsuccessful, you may appeal to NESA. The Principal will advise you of this right and explain the appeal process.

YEAR 11 ASSESSMENT GRADES

Students will be awarded grades commensurate with the quality of their response in relation to the marking guidelines and teacher professional judgement. A final grade (A-E) is provided to NESA for each Board Determined Course studied at Year 11 level by every school for each student.

COMMON GRADE SCALE FOR YEAR 11 COURSES

Grade	General Performance Descriptors
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in a few areas of the content and has achieved very limited competence in some of the processes and skills.
N Determination	Where "N" appears in place of an A to E grade opposite a course, the student has failed to meet one or more of the following requirements: <ul style="list-style-type: none"> a) Followed the course developed by NESAs; b) Applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; c) Achieved some or all of the course outcomes.

DEFINITION OF AN ASSESSMENT TASK

An assessment task is a piece of work undertaken by a student to measure how well that student has achieved specific course outcomes. It may be an in-class task undertaken at a particular time, or an independent piece of research to be submitted on a due date. Alternatively, it may be a long-term project for example Music or Design & Technology etc, where marks are awarded at a number of specific stages of the project.

All tasks (including written components of pre-prepared in-class tasks must be handed in to the teacher by the set time on the due date. All presentations (e.g. Science presentation or oral presentation in English) must be completed, as best as possible, on one nominated day. Assessment tasks must be submitted prior to students going on school business.

QUALITY ASSESSMENT TASKS

- Are integral to the teaching and learning process.
- Focus upon syllabus outcome.
- Are appropriate for the outcome/s being assessed.
- Are valid, reliable, equitable and measurable.
- Allow each student to demonstrate his or her level of achievement.

- Are worded to clearly explain to students what they are required to do.
- Communicate to students the assessment criteria/marking scheme.
- Use the language of syllabus outcomes.

SCHOOL AND TEACHER RESPONSIBILITIES

- Ensure staff, students and parents are informed annually on this policy.
- Ensure assessment tasks are coordinated to avoid excessive demands on students.
- Ensure assessment tasks are planned so that they do not interfere with student preparation for formal examinations.
- Provide written notice with at least two weeks' notice of:
 - outcomes, assessment components and weightings;
 - the nature and administration of each assessment task, including assessment marking criteria;
 - the mark value of each task.
- Apply for a change to an assessment task through the assessment committee.
- Ensure assessment tasks do not consume excessive time. Guidelines for the completion of tasks will be given for all written tasks.
- Ensure all students have signed and dated the assessment task notification student receipt
- Ensure all students submit tasks following school process.
- Mark submitted tasks consistent with standards set by NESA and for returning marked work within a two-week timeframe.
- Maintain a copy of the assessment task Student Cover Sheet informing students of their cumulative ranking on completed assessment tasks.
- Provide feedback after each task of what the student did well and what the student can do to improve.
- Verify assessment work that is completed outside the school.
- Send N-determination warning letters to students in danger of not satisfactorily completing a course.
- Record and maintain all assessment task results in a secure location.

STUDENT RESPONSIBILITIES

- Checking with the relevant Head Teacher if any areas of the course assessment schedule need clarification.
- Handing in all assessment tasks on time.
- Making a serious attempt at all assessment tasks.
- Submitting only their own, original work.

- Complete a Special Consideration form in the event of illness, misadventure, extension or appeal.
- Carefully check their marked work when it is returned by the class teacher.
- In examinations or in-class tasks:
 - obeying the instructions of the supervising teacher;
 - maintaining silence for the period of the examination or task;
 - allowing other students to work undisturbed;
 - taking to your desk only the equipment that is specifically permitted.
- Complete 12 units of Year 11 course work for the Record of School Achievement.

TIMING OF ASSESSMENT TASKS

The timing of assessment tasks will be negotiated by the assessment committee prior to publication of the assessment calendar.

Two weeks' notice (minimum) must be given for an assessment task to be due. Dates, once set, will not be changed unless circumstances are exceptional. If date changes are necessitated, two weeks' notice will be given in writing. Any and all changes to assessment schedules must be negotiated with the assessment coordinator through the assessment committee and new Student Cover Sheets and assessment schedules must be issued.

SPECIAL CONSIDERATION

Requests for Extension

Requests for an extension of time to submit or complete an assessment task should be made in writing (Special Consideration, Appendix 1) and supported by a doctor's certificate for illness or other supporting evidence as applicable. Such requests will be considered by the assessment committee.

Requests for extension must be made prior to the due date of the task.

Illness and Misadventure

Where a student's performance in an assessment task is affected by illness/misadventure preventing presentation of part or all of the task, the student should complete a Special Consideration (Appendix 1). In general, a valid misadventure is a situation that is unpredictable and out of control of the student.

An appeal for consideration of misadventure should be submitted to the assessment committee as soon as possible upon returning to school. If the appeal is upheld by the assessment committee the student may be awarded a mark based on the original task, a substitute task, or in exceptional circumstances an estimate based on other evidence.

Students should note that loss of work through computer or electronic malfunction does not constitute a valid misadventure.

Appeal

If a student or parent is concerned about an assessment mark or rank received, this concern should initially be

discussed with the class teacher or Head Teacher. If this does not resolve the concern, then the matter should be referred to the assessment committee within two school days of the assessment being returned to the student. Students must submit an Appeal when tasks are submitted after the due date regardless of the reason. Requests for reviews should be submitted to the assessment committee on a Special Consideration (Appendix 1) form available from the school.

SUBMISSION OF WORK

All assessment tasks, excluding in-class tests/presentations, should normally be submitted to the teacher on the due date and time set by the teacher. Students will have their work receipted. Work submitted electronically must be time stamped through the online program used for submission.

Students should note that technology and/or computer equipment failure or incorrect entering of details (eg: email address) will not be valid grounds for misadventure involving the late submission of assessment tasks.

LATE SUBMISSION OF WORK

Where a task is submitted late, the task will be marked as normal, but a zero mark will then be applied. Work will be counted as late, and penalties applied, if it is received after 9am on the due date without a valid reason acceptable to the assessment committee. There is provision for students to appeal (Special consideration Appendix 1) against a zero penalty within two school days of the date of return of the task.

ABSENTEES FROM ASSESSMENT TASKS

Where a student is to be absent from an in-class assessment task for a known reason, the student must complete a Special Consideration (Appendix 1) prior to the due date. A known reason may be being absent from school for school business such as excursions, sporting fixtures, work placement.

If the assessment committee considers the student to have a valid reason (eg illness - medical certificate required or approved leave) then a mark may be awarded based on the existing or a substitute task. In exceptional circumstances (e.g. where the completion of a substitute task is not feasible, is unreasonable, or where the missed task is difficult to duplicate), the assessment committee may authorise an estimate based on other appropriate evidence. This will be done by the class teacher in consultation with the Head Teacher and the assessment coordinator.

If a student is absent due to unforeseen and extraordinary circumstances, they must inform the school on the day of the task (ring the school). The student must complete a Special Consideration (Appendix 1) upon return to school with any supporting evidence for their claim. It is the student's responsibility to see the Head Teacher as soon as practicable on the morning of their return to school following the missed task to arrange to complete the task. The assessment committee will consider the application for special consideration to determine if a zero mark or other penalty will be given.

UNSATISFACTORY COMPLETION OF ASSESSMENT TASKS

In order to have studied a NESA course satisfactorily, NESA expects each candidate to complete all assessment tasks set in the Assessment Schedule for each course entered. It should be noted that in cases where a task is not completed and where the assessment committee is not prepared to accept the reason given for not submitting a task, the task will be awarded a zero mark and noted as a non-attempt and an N- determination letter will be issued.

Where a student is awarded zero marks due to failure to complete assessment tasks totaling more than 50% of

the final course assessment mark, the Principal will certify that the course has not been satisfactorily completed. The N-determination process is adhered to and neither assessment nor examination marks will be reported on the Year 11 Record of School Achievement for those courses in which assessment requirements have not been met.

NON-SERIOUS ATTEMPTS AND NON-ATTEMPTS

Year 11 students who do not make a serious attempt in an examination or assessment task may not receive an award in the course concerned. This may render some students ineligible for the award of the Record of School Achievement.

Non-serious attempts include frivolous or objectionable material, non-attempts include those where only multiple-choice questions are attempted.

Any student identified as making a non-serious attempt or a non-attempt will be awarded marks reflective of the original attempt, an N-determination letter will be issued and the student will be required to resubmit the task.

DISHONESTY, MALPRACTICE AND BREACH OF EXAMINATION AND ASSESSMENT RULES

It is expected that all work submitted by a student as part of an assessment will be a result of their own honest effort and will not be as a result of malpractice or breach of the school's and NESA examination and assessment rules.

Malpractice may be defined as: plagiarism, submitting work to which another person such as a parent, coach or subject expert has contributed substantially, paying someone to write or prepare material, breaching school examination rules, for example.

Where it is alleged that a student has been dishonest and has breached the rule a report will be written by the supervising teacher for review by the assessment committee. The student will also be invited to submit a written report (voluntary) and may be called to meet with the assessment committee to discuss the allegation of malpractice.

In cases where a student has been proven to have been dishonest, a penalty will be imposed by the assessment committee ranging from a percentage reduction in marks to a zero mark and a recording of non-completion of that assessment task and an N-determination letter will be issued.

N-DETERMINATION PROCESS

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

- followed the course developed or endorsed by NESA;
- applied himself/herself 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.

If it appears that a student is at risk of not meeting the internal assessment requirements of a course, a written warning letter must be given to the student and their parents notifying of a potential for an N-determination in the course.

The letter will:

- advise the student of the issue giving adequate time for the problem to be corrected;

- specifying details of action including a timeframe required by the student;
- alert the student to the possible consequences of an N-determination; and
- request from the student and his/her parent a written acknowledgement of the warning.

If the student is still at risk and is failing to address the issue detailed in the initial letter, a second follow-up warning letter will be issued.

An N-determination in a course may place the award of the Record of School Achievement in jeopardy and the individual course will not appear on the student's Record of Achievement.

HOMEWORK AND ASSIGNMENTS

Homework and assignments are set during the course to consolidate learning and to practice skills. Although these tasks may not be formal assessment tasks they are an important part of effective learning. Failure to complete set tasks may constitute unsatisfactory progress and non-completion of course requirements.

USE OF ASSIGNMENTS IN MORE THAN ONE COURSE

It is not possible to submit the same assignment for more than one course. Common material and resources may be used to develop assignments for more than one course. Since the course outcomes are different in each subject, the assignments set in different courses are expected to be substantially different. Breach of this rule will be deemed as malpractice.

ATTENDANCE

Students whose attendance is called into question will be required to prove to the Principal's satisfaction that they are meeting the course criteria. Attendance is constantly monitored within the school. Students are responsible for catching up on missed work and completing assessments. Students are also able to apply for an extension supported by a doctor's certificate. (Appendix 1).

TECHNOLOGY IN EXAMINATIONS

Unapproved electronic communication devices, including but not limited to mobile phones and smart watches, must not be taken into examination rooms, including any in-class tests or assessment tasks. Students found to be using their devices, or in possession of a device that disrupts the examination room will be penalised for all or part mark.

DISABILITY PROVISIONS

Forbes High School will support students seeking disability provisions for their Higher School Certificate examinations. Where it is appropriate and suitable these provisions will also be offered to the students to complete their internal assessment component.

If a student experiences a one-off incident which affects examination performance and requires disability provisions e.g. a physical injury, the Deputy Principal may elect to grant disability provisions for an individual task. These provisions will be issued using NESAs' general guidelines, however, there is no guarantee that NESAs will approve the same provisions.

Forbes High School will endeavour to provide students with access to disability provisions to reduce

disadvantage to affected students. The implementation of disability provisions is however restricted by available school resources and remains the decision of the school.

TREATMENT OF ATYPICAL STUDENTS

In some situations, no specific guidelines have been issued by NESAs for treatment of students who do not fit the usual assessment pattern established by the school. In these cases, the school will adopt the following procedures.

Special provisions for Students with Disabilities

Wherever possible, normal assessment tasks should be completed. Special provisions consistent with policy used by NESAs will be applied.

Transfers

Students who transfer to Forbes High School after the period of formal assessment began will receive a final assessment grade based on those tasks which are completed since the arrival at Forbes High School. Any assessment information received from the student's former school may be used for assessment purposes but there is no obligation to do so.

Transferring between courses

Students who transfer between courses in English and Mathematics will have their ranking in the new course determined through consultation with the class teacher, Head Teacher and Assessment Committee.

Accelerants

Accelerants should complete all assessment tasks, or the equivalent, that are undertaken by other students completing the usual Year 11 program. There may need to be flexibility however in the order and timing of assessment tasks. Programs of work may need to be specifically tailored to the accelerant's needs.

Accumulants

In the case of an accumulant who is repeating a subject where a major work or project is required, the major work or project entered and marked in a previous year cannot be resubmitted without the special permission of NESAs. If NESAs approval is given, the student must add substantially to the major work or project in the repeat year.

REPORTING TO STUDENTS AND PARENTS

Students will be given at least two weeks warning of the timing of all assessment tasks and of the relative value of each task. These details will be set out using the Assessment Task Cover Sheet (Appendix A). They will be informed of their mark and cumulative assessment rank as it is completed. Students will be informed of their cumulative ranking on completed assessment tasks for each subject at the end of the course. For this purpose, a cumulative assessment ranking will also be included with the Semester 1 and Semester 2 Student Reports.

Teachers are required to keep the final assessment marks confidential and will not report this mark to students or parents.

RIGHTS AND RESPONSIBILITIES OF STUDENTS AND PARENTS

This school recognises the right of students and parents to have:

- access to both general assessment information and to specific information regarding progress in a course of study, including progressive and final rank order (or position in course);
- knowledge of procedures for N-Determination Warnings, Appeals and Assessment Review.

Students and parents are invited to contact the Deputy Principal if they have a concern regarding assessment. The various Parent/Teacher meetings for senior students may also provide an opportunity to seek such information.

ASSESSMENT COMMITTEE

The Assessment Committee consists of:

- Principal or Deputy Principal;
- Assessment Coordinator;
- Year Adviser.

The Assessment Committee's responsibility is to ensure that the above policy is implemented as fairly and consistently as possible. From time to time exceptional circumstances may arise which are not wholly covered by the preceding documentation. In these cases, careful consideration will be given by the Principal and Assessment Committee to all the relevant material and a decision will be reached that is equitable and fair to all concerned and is consistent with the spirit of the NESAs Assessment Guidelines.

The Assessment Committee are also responsible for:

- ensuring the Year 11 Assessment Policy Booklet is current;
- assessment tasks are spread across the year for all courses;
- reviewing all requests (extensions, appeals, modifications of tasks) and providing feedback to the student, class teacher and Head Teacher;
- keeping documentary evidence on all extensions, appeals, modifications of tasks and N-Determination Warning letters.

YEAR 11 ASSESSMENT CALENDAR 2021

Week	Term 1	Term 2	Term 3	Week
1		Biology (1) Earth and Environmental Science (1)		1
2		Community and Family Studies (1) Physics (1) Visual Arts (1)	Design and Technology (2) Sport, Lifestyle and Recreation (2)	2
3		Chemistry (1)	Ancient History (2) Earth and Environmental Science (2) Industrial Technology – Metal (2) Work Studies (3)	3
4			Community and Family Studies (2) Physics (2) Visual Arts (3)	4
5	Work Studies (1)	Mathematics Advanced (2) Mathematics Standard (2) Numeracy (2)	Chemistry (2) Industrial Technology – Timber (2) Personal Development, Health and Physical Education (2)	5
6			English Studies (2)	6
7		Biology (2) Industrial Technology – Metal (1) Work Studies (2)	Numeracy (3)	7
8	Ancient History (1) Business Studies (1) English Advanced (1) English Standard (1) English Studies (1) Exploring Early Childhood (1)	Agriculture (2) Visual Arts (2)		8
9	Mathematics Advanced (1) Mathematics Standard (1) Numeracy (1)	Business Studies (2) Industrial Technology – Timber (1) Personal Development, Health and Physical Education (1)		9
10	Agriculture (1) Design and Technology (1) Sport, Lifestyle and Recreation (1)	English Advanced (2) English Standard (2) Exploring Early Childhood (2)	Formal Examination Period	10
11				11

AGRICULTURE ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Farm Case Study	Experimental Design and Research	Year 11 Examination	
Timing	Term 1, Week 10	Term 2, Week 8	Formal examination period	
Outcomes Assessed	1.2, 2.3, 3.1	4.1, 2.2	1.1, 2.1, 2.2	
Component	Weighting %			
Knowledge and understanding of course content		20	20	40
Knowledge, understanding and skills to manage agricultural production systems	30		10	40
Skills in effective research, experimentation and communication		15	5	20
Total %	30	35	35	100

ANCIENT HISTORY ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Source Analysis & Extended Response	Historical Investigation	Year 11 Examination	
Timing	Term 1, Week 8	Term 3, Week 3	Formal examination period	
Outcomes Assessed	AH11-4, AH11-6, AH11-9, AH11-10	AH11-5, AH11-7, AH11-8, AH11-9	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	5	5	10	20
Communication of historical understanding in appropriate forms	5	10	5	20
Total %	30	30	40	100

BIOLOGY ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Experimental Research Task	Depth Study	Year 11 Examination	
Timing	Term 2, Week 1	Term 2, Week 7	Formal examination period	
Outcomes Assessed	BIO 11-1, BIO 11-4, BIO 11-5, BIO 11-7, BIO 11-8	BIO 11-1, BIO11-3, BIO 11-4, BIO 11-5, BIO 11-6, BIO 11-7, BIO 11-10, BIO11-11	BIO 11-1 to BIO 11-11	
Component	Weighting %			
Skills in Working Scientifically	15	30	15	60
Knowledge and Understanding	10	10	20	40
Total %	25	40	35	100

BUSINESS STUDIES ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Business Analysis Case Study	Essay	Year 11 Examination	
Timing	Term 1, Week 8	Term 2, Week 9	Formal examination period	
Outcomes Assessed	P1, P2, P6, P7, P8	P3, P6, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	
Component				Weighting %
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills	5	5	10	20
Inquiry and research	10	10		20
Communication of business information, ideas and issues in appropriate forms		10	10	20
Total %	20	40	40	100

CHEMISTRY ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Reports and In-class Task	Depth Study	Year 11 Examination	
Timing	Term 2, Week 3	Term 3, Week 5	Formal examination period	
Outcomes Assessed	CH11-3, CH11-7, CH11-10	CH11-1, CH11-2, CH11-3, CH11-7, CH11-10, CH11-11	CH11-7, CH11-8, CH11-9, CH11-10, CH11-11	
Component	Weighting %			
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	5	10	25	40
Total %	25	40	35	100

COMMUNITY AND FAMILY STUDIES ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Written report Resource Management	Written Response Individuals and Groups	Year 11 Examination	
Timing	Term 2, Week 2	Term 3, Week 4	Formal examination period	
Outcomes Assessed	P1.1, P1.2, P3.2, P4.1, P4.2, P5.1, P6.1	P1.2, P2.1, P2.3, P3.2, P4.1, P4.2, P6.2	P1.1 - P6.2	
Component	Weighting %			
Knowledge and understanding of course content	20	10	10	40
Skills in critical thinking, research, methodology, analysing and communicating	10	20	30	60
Total %	30	30	40	100

DESIGN AND TECHNOLOGY ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Designer Case Study	Preliminary Project	Year 11 Examination	
Timing	Term 1, Week 10	Term 3, Week 2	Formal examination period	
Outcomes Assessed	P1.1, P2.1, P2.2, P6.1	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3	
Component	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60
Total %	30	40	30	100

EARTH AND ENVIRONMENTAL SCIENCE ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Practical and Secondary Sources Task	Depth Study	Year 11 Examination	
Timing	Term 2, Week 1	Term 3, Week 3	Formal examination period	
Outcomes Assessed	EES11-3 EES11-4 EES11-5 EES11-8	EES11-1 EES11-3 EES11-5 EES11-7 EES11-10	EES11-8 EES11-9 EES11-10 EES11-11 EES11-7	
Component	Weighting %			
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	5	10	25	40
Total %	25	40	35	100

ENGLISH ADVANCED ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Creative Writing and In-Class Response Reading to Write	Multimodal Task Narratives That Shape Our World	Year 11 Examination All Modules	
Timing	Term 1, Week 8	Term 2, Week 10	Formal examination period	
Outcomes Assessed	EA11-1, EA11-3, EA11-4, EN11-5	EA11-2, EA11-3, EA11-4, EA11-6, EA11-7, EA11-8	EA11-1, EA11-3, EA11-4 EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	
Component	Weighting %			
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

ENGLISH STANDARD ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Creative Writing and In-Class Response Reading to Write	Multimodal Task Contemporary Possibilities	Year 11 Examination All Modules	
Timing	Term 1, Week 8	Term 2, Week 10	Formal examination period	
Outcomes Assessed	EN11-1, EN11-3, EN11-4, EN11-5, EN11-6, EN11-8, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-5, EN11-7	EN11-1, EN11-2, EN11-3, EN11-5, EN11-6, EN11-7, EN11-8, EN11-9	
Component	Weighting %			
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100

ENGLISH STUDIES ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Digital Annotation and Reflection Achieving Through English	Portfolio All Modules	Year 11 Examination All Modules	
Timing	Term 1, Week 8	Term 3, Week 6	Formal examination period	
Outcomes Assessed	ES11-5, ES11-6, ES11-8, ES11-9	ES11-3, ES11-4, ES11-6, ES11-7, ES11-9, ES11-10	ES11-1, ES11-2, ES11-5, ES11-8	
Component				Weighting %
Knowledge and understanding of course content	10	20	20	50
Comprehending texts, communicating ideas, using language accurately, appropriately and effectively	10	20	20	50
Total %	20	40	40	100

EXPLORING EARLY CHILDHOOD ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Contemporary Research Project	Individual Project Child Development	Year 11 Examination	
Timing	Term 1, Week 8	Term 2, Week 10	Formal examination period	
Outcomes Assessed	1.1, 6.1	2.4	1.1 - 6.2	
Component				Weighting %
Knowledge and understanding	15	15	20	50
Skills	15	15	20	50
Total %	30	30	40	100%

INDUSTRIAL TECHNOLOGY ASSESSMENT SCHEDULE

(Metal and Timber)



Task number	Task 1	Task 2	Task 3	
Nature of task	Industry study	Preliminary Project	Year 11 Examination	
Timing	Term 2, Week 7 (Metal) Term 2, Week 9 (Timber)	Term 3, Week 3 (Metal) Term 3, Week 5 (Timber)	Formal examination period	
Outcomes Assessed	P1.1, P1.2, P6.2, P7.1, P7.2	P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.2, P5.1, P5.2, P5.3	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	20	30	10	60
Total %	30	40	30	100

MATHEMATICS ADVANCED ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Assignment Functions	Investigation Trigonometry	Year 11 Examination	
Timing	Term 1, Week 9	Term 2, Week 5	Formal examination period	
Outcomes Assessed	MA11-1, MA11-2, MA11-8, MA11-9	MA11-1, MA11-3, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7	
Component				Weighting %
Understanding, Fluency and Communicating	15	10	25	50
Problem Solving, Reasoning and Justification	15	20	15	50
Total %	30	30	40	100

MATHEMATICS STANDARD ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Formulas and Equations Investigation	Data Analysis Investigation	Year 11 Examination	
Timing	Term 1, Week 9	Term 2, Week 5	Formal examination period	
Outcomes Assessed	MS11-1, MS11-6, MS11-9, MS11-10	MS11-2, MS11-7, MS11-9, MS11-10	MS11-1 to MS11-8	
Component	Weighting %			
Understanding, Fluency and Communicating	10	15	25	50
Problem Solving, Reasoning and Justification	20	20	10	50
Total %	30	35	35	100

NUMERACY ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Cars Around the Moon Investigation Whole numbers 1.1, Operations with whole numbers 1.2, Distance 1.3	Epidemic Investigation Data, graphs and tables 1.5	Super Size Me Investigation Fractions and decimals 2.1 and Operations with fractions and decimals 2.2	
Timing	Term 1, Week 9	Term 2, Week 5	Term 3, Week 7	
Outcomes Assessed	N6-1.2, N6-1.3, N6-2.2, N6-3.1	N6-1.2, N6-2.3, N6-3.2	N6-1.1, N6-1.2, N6-2.1, N6-3.1	
Component				Weighting %
Knowledge and Understanding	17.5	15	17.5	50
Skills	17.5	15	17.5	50
Total %	35	30	35	100

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION
ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Research/Report Core 1 + 2	In class response Option 1	Year 11 Examination	
Timing	Term 2, Week 9	Term 3, Week 5	Formal examination period	
Outcomes Assessed	P1, P2, P3, P4, P5, P6, P15, P16, P7, P8, P9, P10, P11, P16, P17	P6, P12, P15, P16	P1 - P17	
Component				Weighting %
Knowledge and understanding of course content	15	10	15	40
Skills in critical thinking, research, analysing and communicating	15	20	25	60
Total %	30	30	40	100

PHYSICS ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study First Hand Investigation and Report	Secondary Sources Research Task	Year 11 Examination	
Timing	Term 2, Week 2	Term 3, Week 4	Formal examination period	
Outcomes Assessed	PH11/12-1, PH11/12-3, PH11/12-6, PH11/12-7, PH11-8	PH11/12-5, PH11/12-6, PH11/12-7, PH11-10	PH11/12-6, PH11/12-7, PH11-8, PH11-9, PH11-10, PH11-11	
Component				Weighting %
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding of course content	5	5	30	40
Total %	25	35	40	100

SPORT, LIFESTYLE & RECREATION ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Practical Demonstration First Aid and Sports Injuries	In class test Fitness	Year 11 Examination	
Timing	Term 1, Week 10	Term 3, Week 2	Formal examination period	
Outcomes Assessed	1.3, 3.6, 4.4, 4.5	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.2, 1.3, 2.2, 2.5, 3.2, 3.3, 3.6, 4.1, 4.2, 4.4, 4.5	
Component				Weighting %
Knowledge and understanding	20	10	30	60
Skills	10	20	10	40
Total%	30	30	40	100

VISUAL ARTS ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Critical History Project Mandatory WHS and Aboriginal Design	Making Module 1	Making Module 2	
Timing	Term 2, Week 2	Term 2, Week 8	Term 3, Week 4	
Outcomes Assessed	P7, P10	P1, P2, P3	P4, P5, P6, P8, P9	
Component				Weighting %
Art Criticism and Art History	30	10	10	50
Artmaking		30	20	50
Total %	30	40	30	100

WORK STUDIES ASSESSMENT SCHEDULE



Task number	Task 1	Task 2	Task 3	
Nature of task	Resume and Cover Letter	My Working Life Core Research Task	Mock Job Interview	
Timing	Term 1, Week 5	Term 2, Week 7	Term 3, Week 3	
Outcomes Assessed	2,5	1,3,4,5	3,6,7	
Component				Weighting %
Knowledge and understanding	10	10	10	30
Skills	20	20	30	70
Total %	30	30	40	100

ASSESSMENT ADVICE FOR VET COURSES

Assessment in VET courses is competency based. This means that you need to demonstrate that you have gained, and can apply the specific knowledge and skills for the unit of competency to be deemed competent in that unit. Evidence of competence will be collected in a variety of ways including written tasks, practical demonstration, portfolio or assignments.

You may be deemed 'Competent' if performance in all required assessment activities is 'Satisfactory' or 'Not Yet Competent' if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other Board Developed Courses.

Formal assessment will be scheduled only when you have developed the necessary skills, and underpinning knowledge to demonstrate competency.

Your trainer will keep a record of units of competency achieved. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies 'not yet achieved'. You will also receive a report from the school each semester indicating competencies achieved to date.

The achievement of units of competency, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment (SOA) towards the AQF qualification. A transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion.

Recognition of Prior Learning (RPL) is available by submitting evidence of skills and knowledge relevant to the unit/s of competency for assessment by your trainer.

Credit Transfer will be given for units of competency previously achieved with another RTO.

Work placement is a mandatory HSC component in some courses and must be completed during the course.

(Refer to the specific course assessment summary for more detailed information).

Note that:

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an N-determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Statement of Attainment which indicates the units of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.

HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more detailed information).

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).

- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC. This will only be used in the case of an illness/misadventure appeal. Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial exam.

ASSESSMENT SUMMARY FOR CPC20211 CERTIFICATE II IN CONSTRUCTION PATHWAYS

Forbes High School										
Qualification: CPC20211 Certificate II in Construction Pathways										
Preliminary Course: 2021										
Unit Code	Unit Title	NESA Hrs	Term 1		Term 2		Term 3			
			1-5	6-10	1-5	6-10	1-5	6-10	6-10	
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	15	C1							
CPCCCA2011A	Handle carpentry materials	20			C2					Clusters NOT to be assessed during this time due to yearly exams
CPCCCA2002B	Use carpentry tools and equipment	10								
CPCCWHS1001	Prepare to work safely in the construction industry	10				C3				
CPCCCM2006B	Apply basic levelling procedures	15					C4			
CPCCCM2001A	Read and interpret plans and specifications	20							C5	

ASSESSMENT SUMMARY FOR SIT20316 CERTIFICATE II IN HOSPITALITY

Forbes High School					
Qualification: SIT20316 Certificate II in Hospitality					
Preliminary 2021 (Commencement: Term 1, 2021)					
Unit Code	Unit Title	NESA Hrs	Term 1	Term 2	Term 3
BSBWOR203 BSBCMM201	Cluster 1 Work effectively with others Communicate in the Workplace	15 15	Delivery and assessment		
SITXFSA001	Cluster 2 Part A Use hygienic practices for food safety	10	Delivery and assessment		
SITHCCC001 SITXFSA002	Cluster 2 Part B Use food preparation equipment Participate in safe food handling practices	20 15	Delivery and assessment		
Unit Code	Unit Title	NESA Hrs	Term 1	Term 2	Term 3
SITHFAB005	Cluster 3 Part A Portfolio Prepare and serve espresso coffee	15		Delivery and practice	
SITHFAB004	Cluster 3 Part B Portfolio Prepare and serve non-alcoholic beverages	15	Delivery and practice		
SITXWHS001 BSBSUS201	Cluster 4 Participate in safe work practices Participate in environmentally sustainable practices	15 15			Delivery
SITHIND003	Cluster 8 Portfolio Use hospitality skills effectively	20		Delivery and practice	

SPECIAL CONSIDERATION - Extension, Illness, Misadventure, Appeal (APPENDIX 1)



Name: Year: Date:

Subject: Teacher:

Assessment Task Title:

I wish to apply for an: Extension Illness Misadventure School Business Appeal

based on the consideration of the following factors which may affect my performance in this assessment task. Supporting evidence (medical certificate or other) must be provided.

In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

Student: Parent/Carer:

Recommendation of Teacher/Head Teacher:

Teacher: Head Teacher:

ASSESSMENT COMMITTEE

Special consideration Upheld: Denied:

Assessment Committee comment:

Principal/DP: Assessment Coordinator:

Year Adviser: Date:

MODIFICATION OF ASSESSMENT TASK (APPENDIX 2)



Course: Year: Teacher:

Assessment Task Title:

Assessment Task Number (as per Assessment Policy Booklet): Weighting:

Requested change from:

Term: Week: Date:

Other:

Reason:

Requested change to:

Term: Week: Date:

Other:

Reason:

Teacher:

Head Teacher:

ASSESSMENT COMMITTEE

Special consideration Upheld: Denied:

Assessment Committee comment:

Principal/DP:

Year Adviser:

Assessment Coordinator:

Date:

