

LAKE ILLAWARRA HIGH SCHOOL



Year 11 Assessment Policy 2019

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1. Rationale

Lake Illawarra High School will ensure that curriculum and assessment requirements meet those set by the NSW Education Standards Authority (NESA) and the Department of Education.

Assessment that enhances learning and recognises that learners use their current ability to discover, develop and incorporate new knowledge, understanding and skills. Assessment for learning helps teachers and students to know if that current understanding is a suitable basis for future learning.

Assessment is an integral part of the teaching-learning cycle and provides useful information to students, parents and teachers on the breadth and depth of the students' understanding.

2. Aims

Every student will be fully aware of the Key Learning Area (KLA), school, NESA and Department of Education requirements for assessment and will submit all necessary work for each task in Year 11. Every teacher will follow the assessment guidelines outlined in the policy statements of the individual KLA, school, NESA and Department of Education for all courses running in Year 11.

All work that the student completes contributes to their overall assessment. Class work, homework, participation in class and formal assessment tasks will inform the teacher and the student about their current performance and the direction for future learning.

Assessment tasks will be well planned and will assess the stated outcomes, providing opportunities for each student to demonstrate their knowledge and understanding of the content and their development of skills. Formal feedback will be provided when the assessment task is returned to the student, however other methods of feedback may be implemented by the classroom teacher dependent upon the nature of the task.

Processes for students undertaking a Life Skills pattern of study will also be outlined. For information about how Life Skills students are identified, see the disability inclusion policy.

3. Implementation Common principles

- Assessment tasks may be formative or summative.
- There will be 3 significant (summative or formative) tasks per course assessing the stated syllabus outcomes of the course.
- Students can demonstrate their learning and achievement of syllabus outcomes in a variety of ways. Summative assessment tasks may take a number of different forms e.g. exams, assignments, projects, performances, portfolios, presentations to the class, making an item, practical activity etc.

4. Life Skills

- Students who are engaged in a Life Skills pattern of study will have their achievement measured against the Life Skills outcomes for the specific course through class and assessment work. All tasks will be planned and implemented such that students are able to demonstrate their development against these outcomes.
- Assessment and reporting practices such as notification, feedback and reporting to parents will remain the same; however, outcomes will be measured in accordance with NESA guidelines, i.e. outcome/s achieved independently, achieved with support or not yet achieved.
- While formal assessment tasks are not a requirement for Life Skills students, they may be implemented as an additional measure of achievement.

5. Assessment Notification

- All students will be provided a detailed booklet containing each subject's assessment schedule at the beginning of the school year. Students will be allocated time to complete the accompanying yearly planner. Note: This booklet will outline the week in which a task is due. Classroom teachers will be responsible for allocating specific due dates.
- Any changes made to the assessment schedule within a KLA will be notified by the classroom teacher, with approval of the Head Teacher, through a change of assessment task notification, which outlines the new task due date. This is to be recorded on a change of assessment task register.
- All students will be given at least two (2) weeks written notification of an assessment task and will be required to sign an assessment task notification register. This register is kept by the classroom teacher as a record of notification.
- Upon issue of the assessment notification (**Appendix 1**), the teacher will explain:
 - a. The requirements of the task
 - b. The learning outcomes being measured
 - c. The marking criteria and weighting of the task
- Students are expected to ask questions, seek clarification about the task as required and obtain feedback on any drafts submitted.

6. Due Dates/Extensions

- Students are expected to complete all assessment tasks to the best of their ability by the due date.
- Upon submission of assessments, students are expected to sign the assessment task submission register provided by the teacher. This register is kept by the teacher as a record of submission.
- Hand in tasks are due on the due date listed on the assessment notification, unless otherwise stated by the teacher and noted on the assessment notification and register.
- If a student requires an extension for an assessment task, the application for an extension must be in writing and submitted to the Head Teacher prior to the due date of the assessment task. The application in writing must be completed on the Illness Misadventure form, which can be found in the Assessment Booklet (**Appendix 2**) or on the school website,

- Every student is expected to submit or sit for all assessment tasks by the due date. If the student is involved in other school activities on the date a task is due, he/she must advise the teacher concerned in advance and negotiate an alternate arrangement. A guiding principle would be that it must be submitted before the previously stated due date rather than after the stated due date.

Note: For tasks (performances/presentations) in which students are scheduled on different days/times, the classroom teacher will include a schedule with the assessment task notification. Students are required to complete their task on the scheduled date, otherwise the task will be considered late or as a non-submission.

7. Late or non-submission of tasks with acceptable reasons

- Acceptable reasons for the late submission or absence from an assessment task include illness, accident or other circumstances. In each case, appropriate official documentation, such as a medical certificate or police report etc.
- The student is expected to provide any relevant documentation on the first day they return to school. If the circumstance preventing the submission of the task has also prevented it from being completed, the student is required to approach the Head Teacher of the KLA to determine a new due date/alternate task.
- When a student fails to complete an assessment task due to a valid reason, the student may be given a substitute task. If this is not possible, then an estimate will be given based on other class work that has been completed by the student.

8. Late or non-submission of an assessment task due to unacceptable reasons

- Faculties will provide written advice to parents when students in Years 11 have failed to submit or participate in assessment tasks representing 50% of the final assessment. Teachers will complete a formal N-Warning letter to parents/guardians employing the NESAs template available on Sentral each time that an official assessment task is not submitted satisfactorily.
- If a student is absent, arrives late or fails to hand in an assessment task on the due date, a zero mark will be awarded unless the student can provide appropriate documentary evidence of illness or misadventure.
- Even if a student fails to submit hand in an assessment task by the due date, that task must still. This is to ensure the completion of all course outcomes and for use by the teacher as a diagnostic tool to assist the student.
- In cases where tasks may be assessed over several days eg: speeches and presentations, and a student is absent, the student must be prepared to present their task on the day they return to school unless sufficient documentation supplied by parent/carer is provided to grant extension.
- Technological failure is not considered an acceptable reason for the late or non-submission of a task. Backup copies of the assessment task should be kept (for example, on a USB) as well as a hard copy (on paper). Students are advised to keep any draft printouts of the assignment as proof that the assignment had been substantially attempted prior to the technology failure.

- Students who truant a class on the due date for an in-class task may receive zero (0) for this task, however will still be required to complete the task. Students who truant another class to complete a task due on that day may also receive zero (0) for this task.

9. Consequences of a late or non-submission of an assessment task

- Failure to complete or submit a task may be used as evidence that a student has not applied themselves with diligence and sustained effort.
- The student will receive an official warning as a Poor Progress letter (**Appendix 3**). The student's parents or guardians will be notified and the documentation will be kept on file. The details of the situation outlined in the warning letter may be used as evidence writing final reports and assigning grades

10. Feedback

Teachers will provide students with timely, substantial and meaningful feedback on all assessments. This feedback should be completed within two weeks of the task being submitted and enable students to reflect on the quality of their work and may include future direction regarding:

- The knowledge and skills the student has demonstrated.
- The knowledge and skills, which were not demonstrated, but were required.
- Advice on how to develop the required knowledge and skills
- An opportunity for the student to reflect on their own learning and share this with their parents/carers

Feedback can be oral and/or written, formal and/or informal and can be generalised for the cohort but must include individualised comments for each student. Feedback is an ongoing process provided by the teacher/peers throughout the course of teaching and learning. During assessment tasks, students are encouraged to submit draft sections of tasks to the teacher prior to the due date to further their achievement and understanding in these tasks.

11. Plagiarism

- Work submitted in an assessment task must be the student's own work. If a student uses the work of another person or directly copies from published texts or an internet site to complete a task, they will receive a zero mark. If the work used was that of another student from this school, who knowingly supplied the information, then that student may also receive a zero mark.
- All sources used in the completion of the assessment task must be appropriately acknowledged and referenced in the assignment. Students are required to include a bibliography as a part of their submission for tasks which indicate this.

12. Non-Serious Attempt

If a student makes a non-serious attempt in a hand-in or class based examination, the following will apply:

- For students in Year 11, a mark of zero (0) will be awarded and an N-warning letter will be sent to the parents/carers informing them of the issue. The student will be required to resubmit the task by a revised due date and will have the opportunity to receive feedback from the teacher on the revised submission; however the mark on this task will remain zero.

13. Appeal Process

- If a student has concerns regarding the assessment procedures followed for an assessment task then he/she has the right to appeal the process. An assessment task appeal form (**Appendix 4**) will need to be completed and submitted to the Head Teacher of the relevant KLA. The Head Teacher will review the situation and make the decision after consultation with the student and the teacher.
- Assessment task appeal forms can be found in the assessment schedule booklet disseminated at the beginning of each course year. They can also be found on the school website.

14. Grading and reporting of student work

- At the conclusion of the semester, students and parents will receive a report for each course. It will report on the student's progress measured against each of the stated syllabus outcomes and provide an overall course grade. It will clearly convey what the student knows and can do and how that compares with the standard expected as stated in the syllabus. It will also suggest areas for development and how these can be developed.
- Students will be graded against course performance descriptors.
- Students who do not complete assessment tasks or who do not engage in the learning process will be graded as an unsatisfactory student.

15. Procedures for the Teacher

- It is the teacher's responsibility to set quality assessment tasks that are aligned with NESA requirements, assess all of the stated syllabus outcomes and provide opportunities for all students to show all of their knowledge and understanding. The tasks must be valid, reliable and consistent.
- The details of each assessment task must be clearly stated and understood by all. Each student must receive a formal notification sheet containing the following items:
 - a. syllabus outcomes being assessed
 - b. content areas
 - c. criteria for assessment with marking guidelines and the allocation of marks

- d. Specific requirements in terms of presentation, layout, format etc.
- e. cover sheet for the student to submit with the assignment
- f. due date and period that the assessment task is to be submitted
- The teacher must record that the assessment task notification sheet has been issued to each student on a class list. The teacher will also record when assessment tasks have been submitted on the same list.
- As the assessment task is submitted, the student should sign the assessment submission register provided by the teacher. This is to be kept as a formal register by the classroom teacher.
- If there is a change in the due date of an assignment, this will be advised in writing to the students. The teacher will record the notification of the change of date.
- The marking criteria and guidelines must be applied consistently and fairly for all students.
- When returning an assessment task to the student, the teacher should provide information and feedback that is beneficial to the students and their parents. It should indicate both what the student already knows as well as what they need to improve on and what was missing or lacking from their work. See information in the feedback section of this policy,
- Warning letters must be sent to parents and guardians for students who fail to complete assessment tasks or who are not working with sustained effort and due diligence. This letter is to be generated in Sentral and saved against the student's file.
- Warning letters for non-completion of assessment tasks, non-serious attempts or students who are not working with sustained effort and due diligence must be sent to the parents/carers. This letter is to be generated in Sentral and saved against the student's file.
 - a. For students in Year 7, 8 and 9, this may include a Letter of Poor Progress, a phone call home to notify the parents/carers and options for support to assist the student in completing the task. If a student still fails to submit the assessment task, the Head Teacher of the subject area is to notify the supervising Deputy Principal.
 - b. For students in Year 11, this may include an N-warning letter, a phone call home to notify the parents/carers and options for support to assist the student in completing the task.

16. Evaluation

This policy will be reviewed as part of the annual review cycle.

ASSESSMENT SCHEDULES

Aboriginal Studies

Task number	Task 1	Task 2	Task 3	2019
Nature of task	Research Task Aboriginality and the Land	Major project Research and inquiry methods	Final exam	
Timing	Term 1, Week 9	Term 2, Week 8	Term 3, Week 9	
Outcomes assessed	P1.1, P1.2, P2.1, P2.2, P3.2	P4.1, P4.2	P1.2, P1.3, P3.1, P3.2, P3.3, P4.3	
Components	Weighting %			
Knowledge and understanding of course content	10	10	20	40
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	5	5	5	15
Research and inquiry methods, including aspects of the local community case study	5	10	5	20
Communication of information, ideas and issues in appropriate forms	10	5	10	25
Total %	30	40	30	100

ANCIENT HISTORY				Year Calendar: 2019
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 Wk8	T2 Wk10	T3 Wk9/10
Task Type		Report Investigating Ancient History	Research and presentation Historical Investigation	Yearly Examination
Knowledge and understanding of content	40%	15%		25%
Historical skills in the analysis and evaluation of sources and interpretations	20%		5%	15%
Historical inquiry and research	20%	5%	15%	
Communication of historical understanding in appropriate forms	20%	10%	10%	
Marks	100%	30%	30%	40%
Outcomes		AH11-6, AH11-7, AH11-9 AH11-10	AH11-2 AH11-3, AH11-4, AH11-5, AH11-6, AH11-8 AH11-9	AH11-1, AH11-6, AH11-7 AH11-9

Lake Illawarra High School – Year 11 Course Assessment Schedule				
BIOLOGY		Year Calendar: 2019 Units: 2		
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 Wk6	T2 Wk9	T3 Wk 9/10
Task Type		Research & Practical Investigation	Depth Study Report	Final Examination
Knowledge and Understanding	40%	10	10	20
Skills in Working Scientifically	60%	20	20	20
Marks	100%	30	30	40
Outcomes		BIO11/12-1, BIO11/12-2, BIO11/12-3, BIO11/12-5, BIO11/12-7, BIO11/12-8	BIO11/12-1, BIO11/12-5 BIO11/12-6, BIO11/12-7 BIO11-10	BIO11/12-1, BIO11/12-2, BIO11/12-4, BIO11/12-5, BIO11/12-6, BIO11/12-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11

Task Descriptions:

Task 1: Students will complete research about a named enzyme. Using a given independent variable, students will construct an experiential hypothesis and plan and conduct an investigation to test their hypothesis. Students will analyse their first-hand data, construct conclusions and evaluate their investigation.

Task 2: Students will conduct a Depth Study investigating types of adaptations, the process of natural selection and the evidence for evolution, using Galapagos species as examples.

Task 3: Yearly Examination

Lake Illawarra High School – Preliminary HSC Assessment Schedule				
BUSINESS STUDIES			Year Calendar: 2019	
			Units: 2	
Syllabus Components	Syllabus Weightings	Task 1	Task 4	Task 5
Date		T1 Wk9	T3 Wk5	T3 Wk9/10
Task Type		Media File Business Report	Business Plan	Final Examination
Knowledge and Understanding	40%	5%	15%	20%
Stimulus Based Skills	20%	10%		10%
Inquiry and Research	20%	10%	10%	
Communication of Business Information	20%	5%	5%	10%
Marks	100%	30%	30%	40%
Outcomes		P1, P2, P6, P7, P8	P4-5, P8	P1-6, P10

Lake Illawarra High School – Year 11 Course Assessment Schedule				
CHEMISTRY		Year Calendar: 2019 Units: 2		
		Task 1	Task 2	Task 3
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 Wk 7	T2 Wk 6	T3 Wk 9/10
Task Type		Research Investigation	Depth Study Practical Investigation & Report	Final Examination
Knowledge and Understanding	40%	10	10	20
Skills in Working Scientifically	60%	20	20	20
Marks	100%	30	30	40
Outcomes		CH11/12-4, CH11/12-5 CH11/12-6, CH11/12-7 CH11-8	CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-6, CH11/12-7	CH11/12-1, CH11/12-2, CH11/12-4, CH11/12-5, CH11/12-6, CH11/12-7, CH11-8, CH11-9, CH11-10, CH11-11

Task Descriptions:

Task 1: Students will investigate the properties of unstable isotopes using natural and human-made radioisotopes as examples and relate these properties to their use(s).

Task 2: Students may choose between two different practical investigations, both of which involve changing one variable that can affect the current generated by a galvanic cell. They will conduct and present further research to justify their experimental findings.

Task 3: Yearly Examination

Lake Illawarra High School – Year 11 Course Assessment Schedule				
Community and Family Studies		Year Calendar: 2018 Units: 2		
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 W10	T3 Wk6	T3 Wk9/10
Task Type		Case Study	Research	Final Examination
Knowledge Understanding	40%	20		20
Skills in Critical Thinking, Research Methodology, Analysing and Communicating	60%	20	40	
Marks	100%	40	40	20
Outcomes		P1.2, P3.2, P4.2 P5.1, P6.1	P2.3, P2.4, P4.1, P4.2, P6.1, P6.2	P1.1, P1.2, P2.1, P2.2, P3.1

Lake Illawarra High School – Preliminary HSC Assessment Schedule				
ENGLISH - Advanced				Year Calendar: 2019
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 Wk9	T2 Wk9	T3 Wk 5-6
Task Type		Imaginative Text with Reflection Reading to Write	Multimodal presentation Narratives that Shape our World	Final Examination
Components				
Knowledge and Understanding of the course content	50%	15%	15%	20%
Skills in responding to text and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
Marks	100%	30%	30%	40%
Outcomes		EA11-3, EA 11-5, EA 11-9	EA 11-1, EA 11-2, EA11-4, EA 11-8	EA 11-3, EA 11-5, EA 11-6, EA 11- 7, EA 11-9

Lake Illawarra High School – Preliminary HSC Assessment Schedule				
ENGLISH - Standard				Year Calendar: 2019
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 Wk9	T2 Wk9	T3 Wk 5-6
Task Type		Imaginative Text with Reflection Reading to Write	Multimodal presentation Contemporary Possibilities	Final Examination
Components				
Knowledge and Understanding of the course content	50%	15%	15%	20%
Skills in responding to text and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
Marks	100%	30%	30%	40%
Outcomes		EN 11-2, EN 11-3, EN11-5, EN 11-9	EN 11-1 EN 11-2, EN11-4, EN 11-8	EN11-3, EN11-5, EN 11-6, EN 11-7, EN 11-9

Lake Illawarra High School – Preliminary HSC Assessment Schedule				
ENGLISH - Studies				Year Calendar: 2019
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 Wk7	T2 Wk8	T3 Wk 8
Task Type		Resume and Letter Application Mandatory Module: Achieving through English	Film Reviews Elective Module: The Big Screen	Multimodal presentation Elective Module: The Hard Sell
Components				
Knowledge and Understanding of the course content	50%	15%	15%	20%
Skills in responding to text and communication of ideas appropriate to audience, purpose and context across all modes	50%	15%	15%	20%
Marks	100%	30%	30%	40%
Outcomes		ES 11-1, ES 11-4, ES 11-5, ES 11-6	ES 11-2, ES 11-3, ES 11-5, ES 11-7, ES 11-8	ES 11-1 ES 11-4, ES 11-6, ES 11-9, ES 11-10

Lake Illawarra High School – Preliminary HSC Course Assessment Schedule

Exploring Early Childhood				Year Calendar: 2019
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 Wk6	T2Wk6	T3 Wk 9/10
Task Type		Food and Nutrition Design	Children's Literature and Play Design	Final Examination
Knowledge	50%	10%	20%	20%
Skills	50%	25%	15%	10%
Marks		35%	35%	30%
Outcomes		Module 12 Outcomes 1.3,1.4, 1.5,6.1, 6.2	Modules 2 & 11 Outcomes 1.2, 1.3, 1.4, 4.1	Modules 1, 2, 3, 4, 7, 9, 11, 12, 13 Outcomes 1.1, 2.2, 3.1

Lake Illawarra High School – Preliminary HSC Assessment Schedule

ITALIAN BEGINNERS				Year Calendar: 2019
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 Wk8	T2 Wk6	T3 Wk 9/10
Task Type		Reading and Responding in English Speaking in Italian	Listening and Responding in English Writing in Italian	Yearly Examination
Listening and Responding in English	30%		20%	10%
Reading and Responding in English	30%	20%		10%
Writing in Italian	20%		10%	10%
Speaking in Italian	20%	10%		10%
Marks	100%	30%	30%	40%
Outcomes		1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6	2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.1, 3.2, 3.3, 3.4

LEGAL STUDIES				Year Calendar: 2019	
				Units: 2	
Syllabus Components	Syllabus Weightings		Task 1	Task 2	Task 3
Date			T2 Wk 2	T3 Wk 2	T3 Wk9/10
Task Type			Research Assignment on Law Reform and related extended response.	Investigating a contemporary issue Report	Final Examination
Knowledge & Understanding	40%		10%	5%	25%
Research and Inquiry	20%		15%	5%	
Communication	20%		5%	10%	5%
Analysis and Evaluation	20%			10%	10%
Marks	100%		30%	30%	40%
Outcomes			P5-6, P8, P10	P-1,2,7,8,9	P 3, 4, P7, P9

Task 1 is an ICT investigation into Law Reform focusing on the conditions that give rise to Law Reform and the agencies and mechanisms of Law Reform. The results of the investigation should be presented in a report format, with the extended response completed under examination conditions in class.

Task 2 focuses on the Law in practice where students will investigate a contemporary issue that they choose to illustrate how the law operates in practice. The assignment should be presented in a report of no more than 1000 words.

Lake Illawarra High School – Year 11 Course Assessment Schedule				
Marine Studies		Year Calendar: 2019 Units: 2		
		Task 1	Task 2	Task 3
Syllabus Components	Syllabus Weightings			
Date		T2 Wk2	T2 Wk7	T3 Wk9/10
Task Type		IEEC Field Study Task	Dangerous Marine Creatures Research Task	Final Examination
Knowledge and Understanding	40%	10	20	20
Skills in Working Scientifically	60%	20	10	20
Marks	100%	30	30	40
Outcomes		3.1, 3.2, 3.3, 3.4	1.1, 1.3, 2.1, 2.3, 3.1, 5.4	1.1, 1.2, 1.3, 1.4, 1.5, 4.1, 4.2

Task Descriptions:

Task 1: In conjunction with the Illawarra Environmental Education Centre, students will collect samples and information on an assigned marine ecosystem. This data will be analysed, tabulated and presented in a final report. The mandatory field excursion will occur on Friday, 13 April 2018.

Task 2: Students will complete research about a named Dangerous Marine Creature. Students will analyse aspects of assigned creature such as, Anatomy and Physiology, Envenomation and treatment, geographical distribution, Analysis of a reported case.

Task 3: Yearly Examination

Lake Illawarra High School – Year 11 Course Assessment Schedule				
MATHEMATICS -STANDARD			Year Calendar: 2019	
			Units: 2	
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 Wk8	T2 Wk8	T3 Wk9/10
Task Type		Topic Test	Assignment	Final Examination
Understanding, Fluency and Communication	50%	15	15	20
Problem Solving, Reasoning and Justification	50%	15	15	20
Marks	100%	30	30	40
Outcomes		MS 11.1-3, MS11.9, MS11.10	MS11.3-4, MS11.6, MS11.9-10	MS11.1-10

Lake Illawarra High School – Year 11 Course Assessment Schedule				
MATHEMTICS - ADVANCED			Year Calendar: 2019	
			Units: 2	
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 Wk5	T2 Wk8	T3 Wk9/10
Task Type		Assignment	Test with notes	Final Examination
Concepts, skills and techniques	50%	20	10	20
Reasoning and Communication	50%	10	20	20
Marks	100%	30	30	40
Outcomes		P1-4	P1-5	P1-8

Lake Illawarra High School – Year 11 Course Assessment Schedule				
MATHEMTICS – EXTENSION 1			Year Calendar: 2019	
			Units: 2	
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 Wk10	T2 Wk10	T3 Wk9/10
Task Type		Assignment	Test with notes	Final Examination
Concepts, skills and techniques	25%	10	5	10
Reasoning and Communication	25%	5	10	10
Marks	50%	15	15	20
Outcomes		PE1-3, PE5-6	PE1-3, PE5-6	PE1-6

Lake Illawarra High School – Preliminary HSC Assessment Schedule				
MODERN HISTORY			Year Calendar: 2019	
			Units: 2	
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 Wk8	T2 Wk4	T3 Wk 9/10
Task Type		Shaping of the Modern World	Historical Investigation	Final Examination
Knowledge and understanding of content	40%	15%	5%	20%
Source based skills	20%	5%	5%	10%
Historical inquiry and research	20%	5%	15%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
Marks	100%	30%	30%	40%
Outcomes		MH 11-2, MH 11-7, MH11-10	MH11-6, MH 11-7, MH11-8, MH11-9	MH11-1, MH 11-2, MH 11-3, MH 11-4, MH 11-5, MH11-9

Lake Illawarra High School – Preliminary HSC Assessment Schedule				
MUSIC			Year Calendar: 2018	
			Units: 2	
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T2 Wk3	T2 Wk9	T3 Wk9/10 (Exam Period)
Task Type		Composition & Performance	Research Written & Oral	Final Examination Practical & Written
Performance Core	25%	10		15%
Composition Core	25%	20%		5%
Musicology Core	25%		25%	
Aural Core	25%		5%	20%
Marks	100%	30%	30%	40%
Outcomes		P1, P2, P3, P8, P9	P4, P6, P8, P10	P1, P2, P5, P7, P9, P11 (P3, P4, P10)

Task 1

- Students are required to compose an 8-bar addition/solo to an existing piece of music. They will need to use two different forms of notation.
- Students will then perform this song (minus the newly composed part).

Task 2

- Students will need to analyse a style/genre of a piece of music for a large ensemble which will be presented as a 6-8 minute class presentation.

Task 3

- Aural Skills yearly examination
- Performance task – students to perform one song.

Lake Illawarra High School – Preliminary HSC Course Assessment Schedule				
PD/HEALTH/PE			Year Calendar: 2019	
			Units: 2	
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T2 Wk10	T3 Wk7	T3 Wk 9/10
Task Type		Anatomy Lab with lifestyle writing task	Practical Application	Final Examination
Knowledge	40%	15%	15%	10%
Skills	60%	20%	20%	20%
Marks		35%	35%	30%
Outcomes		P5, 7, 9, 12, 17	P1-3, P6-9, P12, P15	P1, 2, 3, 4 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16

Lake Illawarra High School – Year 11 Course Assessment Schedule				
Photography & Digital Media		Year Calendar: 2019 Units: 2		
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 Wk 10	T2 Wk 10	T3 Wks 9/10
Task Type		Practical classwork & Critical writing task – Topic 1.	Historical research Task & Body of Work – Topic 2.	Body of Work – Topic 3 & Final Examination
Making	60%	20%	20%	20%
Historical & Critical Writing	40%	10%	10%	20%
Marks	100%	30%	30%	40%
Outcomes		M1, M2, M3, M4, M5, M6 CHI-5	M1, M2, M3, M4, M5, M6 CH1, CH2, CH4, CH5	M1, M2, M3, M4, M5, M6 CH1, CH2, CH3, CH4, CH5

Task Descriptions:

Task 1: Students will submit practical photography works completed in class. They will also complete a critical writing task related to their practical classwork.

Task 2: Students will submit a practical Body of Photographic work completed in class. They will also research and submit information on a photographer related to their Body of Work.

Task 3: Yearly Examination – Historical and Critical writing along with the submission of a Body of Photographic Work.

Lake Illawarra High School – Preliminary HSC Course Assessment Schedule				
Sport, Lifestyle and Recreation				Year Calendar: 2019
				Units: 2
Syllabus Components	Syllabus Weightings	Task 1	Task 2	Task 3
Date		T1 Wk8	T2 Wk5	T3 Wk 9/10
Task Type		Resistance Training Program	Outdoor Recreation	Final Examination
Knowledge	40%	25%	20%	20%
Skills	60%	15%	10%	10%
Marks		40%	30%	30%
Outcomes		1.1, 1.3, 2.3, 3.1	1.1, 1.3, 2.3, 3.1	1.1, 1.3, 2.1, 2.2, 2.3, 3.1

Lake Illawarra High School – Preliminary HSC Course Assessment Schedule

VISUAL ARTS				Year Calendar: 2019	
				Units: 2	
Syllabus Components		Syllabus Weightings	Task 1	Task 2	Task 3
Date			T2 Wk4	T3 Wk4	T3 Wk9/10
Task Type			Written Task & Prac Progress	Research Theory Task	Body of Work and Final Examination
Art Making		50%	20%	10%	20%
Art History writing		25%	5%	10%	10%
Art Criticism Writing		25%	5%	10%	10%
Marks		100%	30%	30%	40%
Outcomes			P4, P6-7	P7-10	P1-10

Lake Illawarra High School – Year 11 Course Assessment Schedule

Visual Design		Year Calendar: 2019 Units: 2		
		Task 1	Task 2	Task 3
Syllabus Components	Syllabus Weightings			
Date		T1 Wk 10	T2 Wk 10	T3 Wks 9/10
Task Type		Practical classwork & Critical writing task – Topic 1.	Historical research Task & Body of Work – Topic 2.	Body of Work – Topic 3 & Final Examination
Making	60%	20%	20%	20%
Historical & Critical Writing	40%	10%	10%	20%
Marks	100%	30%	30%	40%
Outcomes		DM1, DM2, DM4, DM5, CHI	DM1, DM2, DM3, DM4, DM5, CHI, CH2, CH3	DM1, DM2, DM3, DM4, DM5, CHI, CH2 CH3, CH4

Task Descriptions:

Task 1: Students will submit practical Visual Design works completed in class. They will also complete a critical writing task related to their practical classwork.

Task 2: Students will submit a practical Body of Work completed in class. They will also research and submit information on an artist/designer related to their Body of Work.

Task 3: Yearly Examination – Historical and Critical writing along with the submission of a practical Body of Work.

Assessment Schedule for HSC VET Courses

Formal Assessment

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 e.g. written tasks, practical demonstration, portfolio or assignment. (see following table)

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 Board of Studies 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. Refer to RTO Student Guide for further information and process

Work placement is a mandatory HSC component. A minimum of 70 hours must be completed during a 240-hour course. 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 assessment summary

The Optional HSC Examination is:

- independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification
- optional for students completing the 240-hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only.
- 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. You will be asked to complete a trial examination to practice appropriate written tasks under examination conditions to determine the estimated mark.

Assessment Summary for Prelim or HSC Certificate II in Construction Pathways CPC20211

Assessment Plan		Evidence gathering techniques								
Competency codes	Units of competency		Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Other include the Assessment event title/ number if applicable
		HRS								
CPCCOHS1001 A	Work safely in the construction industry (white card)		✓		✓	✓		✓	✓	
Cluster 1: Getting Started in the Construction Industry										
CPCCOHS2001 A	Apply OHS requirements, policies and procedures in the construction industry		✓		✓	✓		✓	✓	
CPCCCA2011A	Handle carpentry materials		✓	✓	✓	✓		✓	✓	
Cluster 2: Measure up										
CPCCCM1015A	Carry out measurements & calculations		✓	✓		✓			✓	
CPCCCA2002B	Use carpentry tools and equipment		✓	✓	✓	✓		✓		
Cluster 3: Reading plans and levelling										
CPCCCM2001A	Read and interpret plans and specifications		✓		✓	✓				
CPCCCM2006B	Apply basic levelling procedures		✓		✓	✓				
Cluster 4: Prepare to Concrete										
CPCCO2021A*	Handle concreting materials		✓	✓		✓			✓	
CPCCCM2004A	Handle construction materials		✓			✓		✓		
Cluster 5: Group Project										
CPCCCM1013A	Plan and organise work		✓	✓		✓		✓	✓	
CPCCCM2005B	Use construction tools and equipment		✓	✓		✓		✓	✓	
Cluster 6: Working Effectively										
CPCCCM1012A	Work effectively and sustainably in the construction Industry					✓		✓	✓	
CPCCCM1014A	Conduct workplace communication					✓	✓	✓		

The proposed date for work placement is **Week 3 & 7 Term 3**. Depending on the achievement of units of competency; the possible AQF qualification outcome is **Certificate II in Construction Pathways CPC20211** or a Statement of Attainment towards **Certificate II in Construction Pathways CPC20211**

Assessment Summary for Prelim or HSC SIT20213 Certificate II in Hospitality

Assessment Plan		Evidence gathering techniques							
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Other
Cluster: Getting along									
BSBWOR203	Work effectively with others			✓	✓				✓ Goal setting
Cluster: Safe and hygienic food preparation									
SITXFSA101	Use hygienic practices for food safety	✓	✓	✓	✓				✓ Workflow
SITHCCC101	Use food preparation equipment								✓ CCP
Cluster: Café skills									
SITHFAB204	Prepare and serve espresso coffee		✓	✓	✓		✓	✓	
SITHFAB203	Prepare and serve non-alcoholic beverages								
Cluster: Safe work practices									
SITXWHS101	Participate in safe work practices	✓		✓	✓				✓ Structured activity
Cluster: Interacting with diverse customers									
SITXCCS202	Interact with customers	✓		✓	✓	✓ PP T			
SITXCOM201	Show social and cultural sensitivity								
Cluster: Safely serving food and beverages									
SITHFAB206	Serve food and beverage	✓	✓	✓	✓				✓ HACCP
SITXFSA201	Participate in safe food handling practices								
Cluster: Environmental practices									
BSBSUS201	Participate in environmentally sustainable work practices			✓	✓				✓ Audit
Cluster: Keeping up to date with industry									
SITHIND201	Source and use information on the hospitality industry				✓				
Cluster: Preparing sandwiches and maintaining premises									
SITHCCC103	Prepare sandwiches	✓	✓	✓	✓				
SITHACS101	Clean premises and equipment								
Cluster: Use hospitality skills effectively									
SITHIND202	Use hospitality skills effectively (holistic)	✓	✓				✓	✓	✓ Portfolio

The proposed date for work placement is **Week 3 & 7 Term 3**. Depending on the achievement of units of competency; the possible AQF qualification outcome is **SIT20213 Certificate II in Hospitality** or a Statement of Attainment towards **SIT20213 Certificate II in Hospitality**

Assessment Summary for Prelim or HSC MEM10105 Certificate I in Engineering

Assessment Plan		Evidence gathering techniques							
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test, Quiz	Role play, oral presentation	Third party report	Self-assessment	Other include the Assessment event title/ number if applicable
Cluster 1-Working Safely									
Prerequisite	Manufacturing, engineering and related services industries induction			✓	✓				
MEM13014A	Apply principles of occupational health and safety in the work environment	✓		✓	✓				
MEM 11011B	Undertake manual handling	✓		✓	✓			✓	
Cluster 2-Using Hand Tools									
MEM14004A	Plan to undertake a routine task	✓	✓	✓				✓	
MEM18001C	Use hand tools	✓	✓	✓	✓				
Cluster 3-Using Power Tools									
MEM18002B	Use power tools/hand held operations	✓	✓	✓	✓				
MEM12023A	Perform engineering measurements	✓	✓	✓	✓				
Cluster 4-Calculating and Cutting									
MEM05005B	Carry out mechanical cutting	✓	✓	✓					
MEM12024A	Perform computations	✓			✓				
Cluster 5-Major Project									
MEM15002A	Apply quality systems	✓						✓	
MEM15024A	Apply quality procedures	✓						✓	
MEM16007A	Work with others in a manufacturing, engineering or related environment	✓					✓	✓	
Cluster 6-Welding									
MEM05012C	Perform routine manual metal arc welding	✓	✓	✓	✓				
MEM07032A	Use workshop machines for basic operations	✓	✓	✓	✓				
Individual Units- Select a minimum of 4 units to qualify for Certificate 1									
MEM03001B	Perform sheet and plate assembly (4 units)	✓	✓	✓					
OR									
MEM05007C	Perform manual heating and thermal cutting (2 units)	✓	✓	✓	✓				
MEM05004C	Perform routine oxy acetylene welding (2 units)	✓	✓	✓	✓				

The proposed date for work placement is Week 3 & 7 Term 3. Depending on the achievement of units of competency; the possible AQF qualification outcome is **MEM10105 Certificate I in Engineering** or a Statement of Attainment towards **MEM10105 Certificate I in Engineering**

Appendix

Appendix 1 – Assessment Task Notification

Lake Illawarra High School – Assessment Task Notification



Signature of Head Teacher

Date

Signature of Principal

Date

Course Name: _____

Teacher Name: _____

Title of task: _____

Date - Task Issued: _____

Date - Task Due: _____

Task Weighting: _____%

Outcomes Assessed

Number and outcome statement from the syllabus:

Task Description

Task Instructions

eg. instructions on what students should do to complete the task

May indicate how the task is to be presented...eg. 3 minute speech

An indication of the length required to adequately complete the task

What the student needs to complete the task... eg. research newspaper articles relating to the topic studied.

Maximum effort will ensure that you earn the best mark you are capable of achieving.

Task Organisation

Statement: Time and place the task is to be submitted? Eg. to your teacher before roll call on the due date. Or if you do not have a class that day it should be submitted to your teacher in the staffroom on the due date.

Statement: What happens if I fail to hand in my task on time? Eg. Refer to the school policy from page ?? of your assessment booklet. Or zero which may result in you receiving an N warning. Or Late submission will incur an automatic penalty of 10% of the total mark each day.

Statement: What happens if I have a good reason not to complete the task on time? You may request an extension before the due date; this involves completing the illness/misadventure form.

Statement: If you require extra information or advice on any aspect of the task, ask your teacher in person or email them on the following email addresses.

All My Own Work Declaration

By completing and handing in an assessment task you are certifying that it is all your own work; no one else (including tutors, family or friends) completed the work for you. You have referenced any work used from other sources and have not plagiarised the work of others.

Student signature: _____

I have kept a copy of my task:

Yes / No

Receipt of Submission

Keep this receipt as proof that you submitted the assessment task. If you submit the task via email, please keep the sent mail as proof of receipt.

Title of task: _____

Teacher signature: _____

Date submitted: _____

Must include a marking guideline or marking criteria

There can be no agreed format or guidelines for this aspect of the cover sheet; there are a range of options, styles and requirements depending on the subject and the type of task. The expectation is that there are both some form of marking guide or criteria and a marking rubric.

Students must be provided with a clear indication of what is required for a high standard response and they must be told what was required to get full marks in the task or each element in the task.

Example of either a Marking Guide or Marking Criteria

Description	Mark Range	Grade
The student has demonstrated extensive knowledge and understanding of the content of the task. They have demonstrated sophisticated skills in the presentation of the task. Thorough, sophisticated, comprehensive, perceptive, highly developed, extensive, confident, effective, outstanding	21-25	A Outstanding Extensive
The student has a thorough knowledge and understanding of the content of the task. They have demonstrated well developed skills in the presentation of the task Detailed, clear, good, strong, solid, well developed, high	16-20	B High Thorough
The student has a sound knowledge and understanding of the content of the task. They have demonstrated competent skills in the presentation of the task. Satisfactory, developed, adequate, competent, sound	11-15	C Sound
The student has a basic knowledge and understanding of the content of the task. They have demonstrated developing skills in the presentation of the task. Developing, inconsistent, basic, little evidence, attempt	6-10	D Basic
The student has elementary knowledge and understanding of the content of the task. They have demonstrated limited skills in the presentation of the task. Very limited, elementary, inadequate, some attempt, limited	1-5	E Limited
No evidence, not demonstrated, not achieved	0	N/A

Appendix 2 – Illness Misadventure Application

Lake Illawarra High School – Illness Misadventure Application



Before completing the form, discuss this application with your teacher. When complete, return to the relevant Head Teacher or Deputy Principal within 5 school days. Refer to the school policy in your assessment booklet, particularly the section on late submission of an assessment task.

Student Name: _____ Subject: _____

Nature of Assessment Task: _____

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

Application Category (please tick one)

- ☐ Illness, accident or misadventure
- ☐ Approved leave or school commitment
- ☐ Other

Reason for not completing the task: (state details to support your case or attach a statement)

Medical Certificate is attached: Yes ☐ No ☐

Additional information attached: Yes ☐ No ☐

_____/____/____

Signature of student

Date

Signature of parent

Date

Head Teacher Recommendation

- Sit or submit the task without penalty
- Substitute task to be complete
- No mark (and N warning)
- Other

Reason for decision (if application is denied)

New Due Date: ____/____/____

_____/____/____

Signature of Head Teacher

Date

_____/____/____

Signature of Principal

Date

If you are dissatisfied with the recommendation, a school appeal process exists (consult with your stage Deputy Principal about the process).

Appendix 3 – Letter of Concern – Poor Progress

Lake Illawarra High School

Tony Hicks BEd
Principal

Chris Meizer BEd
Deputy Principal

Tim Wilson (Relieving)
Deputy Principal



'Respect, Responsibility and Safety'

PO Box 198
Warilla NSW 2528

Phone: 02 4296 3844
Fax: 02 4296 3948

Email: lakeillawa-h.school@det.nsw.edu.au
Web: lakeillawa-h.schools.nsw.edu.au

Mr & Mrs Smith
1 First Street
Sydney NSW 2000
23 May 2017

Poor Progress or Application Notification

Dear Charles & Isabelle Scott

It has become necessary to advise you of (Student Name's) unsatisfactory progress in (Subject),

To date, (Student Name) has failed to satisfactorily meet aspects of *Course Completion Criteria*. The following table lists those tasks, requirements or outcomes yet to be completed to a satisfactory standard.

I am concerned that this result could affect Bon's satisfactory completion of this course. You should be aware that failure to complete more than 50% of the assessment means that a student may not complete the course satisfactorily.

The following table lists those tasks, requirements or outcomes yet to be completed to a satisfactory standard.

Task Name/Course requirement/Course Outcome	Weight	Date Task Initially Due	Action Required by Student (date)
Assessment 1 - Essay on Hamlet	46%	16/08/2017	Complete and submit by 23/5/17

Please discuss this matter with (Student Name) and contact the school if further information or clarification needed.

Yours sincerely

Mr John Smith
Teacher

Mr John Smith
Head Teacher

Parent Confirmation Slip (detach and return to school)

I have received the letter dated 23/05/17 indicating that (Students Name's) Poor Progress or Application.

Parent/Guardian's signature: _____ Date: _____ Student's signature: _____ Date: _____

Lake Illawarra High School – Assessment Appeal Application



Before completing the form, discuss this application with your stage Deputy Principal. When complete, return to the relevant Head Teacher or Deputy Principal within 5 school days. Refer to the school policy in your assessment booklet, particularly the section on an assessment task appeal.

Student Name: _____ Subject _____

Nature of Assessment Task: _____

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

Appeal Administration (please tick)

- ☐ Original illness application form attached
- ☐ All original evidence (medical certificate etc.) attached
- ☐ Discussion with teacher about the original outcome

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

Outcome of Appeal (written by the appeals committee coordinator):

_____/____/____

_____/____/____