

SCONE HIGH SCHOOL



2024 PRELIMINARY COURSES

POLICY &

ASSESSMENT SCHEDULES

INTRODUCTION

This booklet is designed to provide a summary of assessment procedures in each course undertaken by students studying for the Higher School Certificate at Scone High School.

All students and parents should read this booklet carefully and ensure that they fully understand the procedures and practices to be followed.

Questions related to specific subject areas should be directed in the first instance to the Head Teacher of the faculty concerned.

Questions related to the Assessment Policy itself and of a general nature should be directed to the Principal.

Principal	Mr B Drewe	
Deputy Principal	Mr A Johnston	
Year Adviser	Ms S Taylor and Mr S Westbury	
Head Teachers	English	Mrs S Smart
	Special Ed	Mrs A Duffell
	STEM	Miss B Garling
	TAS	Mrs R Gal
	Teaching & Learning	Mrs A Johnston
	VET/HSIE	Mr S Westbury

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SCONE HIGH SCHOOL PRELIMINARY COURSE ASSESSMENT POLICY – 2024

Assessment Policy

All students who are studying for the Preliminary Course at Scone High School in 2024 are required to complete a formal assessment program for each course studied. This booklet contains the range of assessment tasks set down as part of the Preliminary Course requirements at Scone High School.

Assessment Program

The Preliminary program at Scone High School begins Term 1 2024 and continues for the duration of the course.

There are two (2) aspects of satisfactory achievement in Higher School Certificate courses:

- (1) Satisfactory completion of the Assessment program and
- (2) Satisfactory completion of a course.

The Assessment marks as submitted to NESAs by the school for each course are intended to measure students' achievements relative to each other at the end of the Higher School Certificate course.

Satisfactory Completion of a Course

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

- a) **Followed** the course developed by NESAs-NSW Education Standards Authority and
- b) **Applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and,
- c) **Achieved** some or all of the course outcomes.

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

NB At Scone High School students are expected to attend at least 85% of all lessons for all courses studied. E.g. Attendance is critical in the learning process, N Determination warning letters may be issued in cases where outcomes are not being attempted or completed.

Eligibility

To be eligible for a Higher School Certificate student's must:

- have gained the ROSA or such other qualifications as NESAs considers satisfactory;
- have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESAs or a college of TAFE;
- have satisfactorily completed courses which comprise the pattern of study required by NESAs for the award of the Higher School Certificate;
- sit for and make a serious attempt at the requisite Higher School Certificate examinations.

Completion of Higher School Certificate Assessment Tasks

Students will usually be given written notice of specific assessment tasks at least 2 weeks prior to the due date. This will include a marking scale and assessment criteria.

NESA expects students to **attempt ALL assessment tasks set**.

Students must complete tasks worth at least 51% of the marks allocated to assessment in that course. Failure to do so will result in an “N” determination for that course.

A failure to complete 51% of course assessment in any course will result in an “N” determination for that course.

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

All assessment tasks must be clearly identified with the student's name and be handed to the teacher of the course **before 9am on the due date** and signed for as a record of receipt. The receipt of the task will be acknowledged by the teacher in writing.

If the course teacher is absent, the assessment task must be submitted to the Head Teacher of the faculty conducting the assessment task. Assessment tasks are **not** to be submitted on a USB drive or via email.

Attendance prior to the due date for any assessment task will be monitored and action may be taken as a result.

Failure to meet these attendance requirements will risk disqualification in the assessment task and the student will risk receiving a zero score.

Usually, no assignments are to be due **one week prior** to half yearly or yearly exams to allow students preparation time.

Plagiarism

Plagiarism is an act of theft, in the same way that taking money or property is theft. Plagiarism can take many forms.

- It can be a piece of writing or other work that has been copied from someone else and presented as your own work. Downloading of material from the Internet (and pretending that you have produced the work yourself) is a particularly common form of plagiarism. It is also very easily detected.
- It can be the act of knowingly allowing someone else to copy your work.
- It can be the taking of someone else's thoughts and ideas and pretending that they are yours.
- It can also be any instance where you request someone else to do your work for you.

Plagiarism is illegal, in the same way that breaking copyright laws is illegal.

If you plagiarise work, you will receive a zero mark for that task and a warning letter will be sent home. Two warning letters regarding plagiarism can result in the exclusion from that course. Repeated cases of plagiarism will attract more severe penalties. All cases of confirmed plagiarism will be recorded on the NESAs register for Malpractice.

Non-completion of Assessment Tasks

It is the student's responsibility to provide a written explanation for a task not being submitted on the due date using an ILLNESS/MISADVENTURE FORM- this can be applied for by using the schools Millennium system through the Head Teacher of the subject area or the Year Advisor. The student is then required to take the misadventure application with the appropriate certification (ie medical certificate for the day of the illness) to the classroom teacher. The classroom teacher then will discuss the matter with the student and take the misadventure form to the Panel for consideration.

When a student fails to complete an assessment task specified in the Assessment Program and the teacher considers that the student has a valid reason, a panel consisting of the classroom teacher, the Head Teacher and a senior executive member will decide on appropriate action.

The panel may decide that:

1. An extension of time may be granted or
2. A mark be awarded on a substitute task
3. The task will be awarded a zero mark.

In exceptional circumstances e.g. where undertaking a substitute task is not feasible or reasonable, or where the task that was missed is difficult to duplicate, the Head Teacher can use an estimate based on other appropriate evidence.

NB Being on work placement is **NOT** a valid reason not to hand in a task prior to 9am on the due date. Driving lessons, doctors, dentists or other appointments are also not considered valid reasons not to hand in tasks on time.

Where there is no valid reason for not completing an assessment task or the task is not handed in by 9am on the due date, a zero mark will be recorded for that task.

If a student's attempt in a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one or not. In either case, parents will be advised in writing of the situation.

If it appears that a student is at risk of not meeting assessment requirements in a course an official "N" determination warning will be given in writing.

Illness/Misadventure

If a student is ill on the day an assessment task is to be held or submitted, it is the responsibility of the student to

- (1) Advise the school by phone that day if possible;
- (2) Supply a doctor's certificate or appropriate documentary evidence on the day they return to school; which should be dated for the day of the task and the absence.
- (3) Collect and complete an Illness/misadventure form from the Head Teacher of that faculty.

Alternative Arrangements

If students know in advance that they will not be at school for an assessment task, with an acceptable reason, it is the student's responsibility to negotiate an alternate arrangement with their class teacher, BEFORE the event. A misadventure form must also be completed, BEFORE the event.

Please note: Alternative arrangements are only made on rare occasions.

Appeals

Assessment marks for a particular task are final and any appeal needs to be made to the appeals committee consisting of the classroom teacher, Head Teacher and a senior executive member.

Appeals can be made at the end of each assessment task only in relation to a student's assessment rank.

Brian Drewe
Principal

SCONE HIGH SCHOOL LIBRARY – INFORMATION FOR YEAR 11 – 2024

Scone High School Library has an excellent range of resources for students. Library staff are available to assist with any borrowing requests and are more than willing to help students with the skills needed to complete assessment tasks, research, study and time management. The library staff are committed to creating a learner friendly environment that supports the students to achieve the best results possible.

Opening Hours

The library is open from 8.30 am to 3.15 pm each day and closed at recess.

Borrowing

Students may borrow up to 15 nonfiction items including textbooks and 5 fiction books at a time. If more resources are needed, students can see library staff. Students are responsible for the resources borrowed, taking due care and returning/renewing resources on time. If an extension is needed past the due date, the resource should be brought in to be renewed.

Resources

The range of HSC resources available to the students at Scone library is up to date and comprehensive. There is an extensive selection of current study guides, HSC work books/answers, past HSC papers, DVDs, relevant non-fiction books, and textbooks for all subject areas. The library staff are able to access inter library loans and will endeavor to source any relevant material that may be required for borrowing.

The internet is accessible to all students at Scone High School students. It is a condition of use that students follow the [Acceptable Use Policy](#), which is displayed near the computers.

The NESA website – <http://educationstandards.nsw.edu.au> is a great site with past papers, tutorials, links to useful sites and general information for specific HSC subjects.

Students can also access 'oliver' online library system, through their DET login page to get a list of resources available at Scone High School library and links to relevant websites.

Scone High School library can provide a variety of learning experiences. In keeping up with the latest technology, the library coordinates Video Conferences, Zoom, Microsoft Teams and Google Classroom as part of the Connected Classroom. The Library staff are also available to give information for downloading APPS onto your ipod/iphone/ipad or similar BYOD and assist with changing student internet passwords

Photocopying/printing

Photocopying assessments is available to students for 10c a sheet. Please ask the library staff.

STUDY PERIODS

The library mezzanine is a classroom located within the library, which provides students with a classroom space dedicated to their study. The goal of this area is to assist students in developing crucial skills for the HSC and for life including; determination, resilience, time management, stress management, accountability, perspective, teamwork and study skills.

All Year 11 and 12 students **must** attend the library during any study periods they have throughout the day.

The library has a number of resources, which are available to students including laptops, printer/scanner, HSC resources, syllabus documents and stationery. Library staff are available, to provide support and guidance if required. The room is a learning space, and while there are often numerous activities occurring at the same time, it is a quiet space and students must be mindful of others at all times.

CAREERS ADVISER

Scone High School has a full time Careers Adviser, Dr Tony Borg available to provide students (and their families when requested) with information on training providers, alternate pathways to employment, subject selection, work experience and job applications. Senior students can make an appointment to speak to the Careers Adviser, especially during their study lessons. A large range of information on a variety of careers, training providers such as universities, TAFE, private colleges and the Australian Defence Force is available for students to access.

Throughout the year a number of opportunities are offered to students to provide them with the necessary information to help develop their school to work plan. Guest speakers include universities and other training providers, as well as a variety of employers. Industry visits and university tours allow students to experience life after school and make informed choices regarding future career pathways.

Whilst we are not an employment agency, a number of employers contact the school with positions available, and these are advertised in the daily notices at roll call. The Careers Adviser can help students applying for jobs update resumes and letters of application written in Year 10.

With the Principals permission, Year 11 and 12 students are able to do Work Experience during their holidays. This gives students the opportunity to explore future career options with no disruption to their studies. The necessary paperwork is available from the Careers Adviser. This is separate to Work Placement, which is a requirement of all VET courses and is co-ordinated by the Head Teacher VET.

WHAT COURSES DO I HAVE TO STUDY TO GET AN HSC?

Year 11 (Preliminary Year)

- ▣ at least 2 units of English
- ▣ a minimum of 12 units
- ▣ at least 6 units of Board Developed Courses

Year 12 (HSC Year)

- ▣ at least 2 units of English
- ▣ a minimum of 10 units
- ▣ at least 6 units of Board Developed Courses

TERTIARY REQUIREMENTS

To apply for tertiary study in NSW students must apply to the Universities Admission Centre (UAC) not to the individual institution. The closing date is usually early in September in the year of sitting for the Higher School Certificate. The Careers Adviser distributes UAC booklets each year, for action by students.

For students completing the HSC to proceed to tertiary studies an Australian Tertiary Admission Rank (ATAR) is required.

The ATAR is calculated on the best 10 units of Board Developed courses. 2 units of English are included in this calculation.

Only 2 units of a Category B subject may be included for an ATAR calculation. (Category B includes all the VET Frameworks courses).

The ATAR may include units accumulated over a total time span of 5 years without penalty. Where a student repeats a unit, only the last attempt will be used.

SCONE HIGH SCHOOL PRELIMINARY COURSE 2024 ASSESSABLE TASK SCHEDULE

All weightings are expressed as a %.

The value of 2 unit subjects is 100 marks.

Assessment for the Higher School Certificate will not begin until the completion of the Preliminary Course and students must satisfy Preliminary year requirements before moving into the Higher School Certificate Courses.

While the allocation of weightings to the various tasks set for the Preliminary course is left to individual schools, the percentages allocated to each assessment component must be maintained. For each component, the assessment should be spread over several tasks throughout the course.

All assessment components for all courses are **mandatory**.

The Higher School Certificate Glossary of Key Words

To help develop a consistent understanding of some key words in the HSC, the following glossary provides the meaning of these words as they generally apply across subject areas:

WORD	DEFINITION	WORD	DEFINITION
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions	Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Analyse	Identify components and the relationship between them, draw out and relate implications	Evaluate	Make a judgement based on criteria; determine the value of
Apply	Use, utilise, employ in a particular situation	Examine	Inquire into
Appreciate	Make a judgement about the value of	Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Assess	Make a judgement of value, quality, outcomes, results or size	Extract	Choose relevant and/or appropriate details
Calculate	Ascertain/determine from given facts, figures or information	Extrapolate	Infer from what is known
Clarify	Make clear or plain	Identify	Recognise and name
Classify	Arrange or include in classes/categories	Interpret	Draw meaning from
Compare	Show how things are similar or different	Investigate	Plan, inquire into and draw conclusions about
Construct	Make; build; put together items or arguments	Justify	Support an argument or conclusion
Contrast	Show how things are different or opposite	Outline	Sketch in general terms; indicate the main features of
Critically (analyse, evaluate)	Add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to (analysis/evaluation)	Predict	Suggest what may happen based on available information
Deduce	Draw conclusions	Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Define	State meaning and identify essential qualities	Recall	Present remembered ideas, facts or experiences
Demonstrate	Show by example	Recommend	Provide reasons in favour
Describe	Provide characteristics and features	Recount	Retell a series of events
Discuss	Identify issues and provide points for and/or against	Summarise	Express concisely the relevant details
		Synthesise	Put together various elements to make a whole

A guide to writing bibliographies: Please note that each subject may have a specific requirement.

APA STYLE BIBLIOGRAPHY

Magazine article

Author. (Date of publication). Title of article. Name of Publication, volume(issue), page numbers.

Eg, **Allan, B. (2004, March). The food fight. *Consumer*, 438, 8-11.**

Newspaper article

Author. (Date of publication). Title of article. Name of Publication, p. page numbers.

Eg, **Collins, S. (2016, June 10). We can turn crisis around: Missioner. *New Zealand Herald*, pp. A14-A15.**

Book

Author. (Year of publication). *Title of book* (Edition). Place of Publication: Publisher.

Eg, **Strawson, G. (2014). *The secret connexion: Causation, realism, and David Hume* (Rev. ed.). Oxford, United Kingdom: Oxford University Press.**

Webpage.

Unknown author

Title of Web page. (Publication date or last update). Retrieved from URL

Eg, **Swim with whales: An unforgettable wildlife encounter. (n.d.). Retrieved from http://en.whales.org/encounters/big_whales**

Known author

Author. (Publication date or last update). Title of Web page. Retrieved from URL

Eg, **Smith, A. (n.d.). Twentieth century New Zealand composers. Retrieved from <http://www.classicalmusic.co.nz/composers.htm>**

Created by an organisation/corporate author

Publisher or Sponsor of the Site. (Publication date or last update). Title of Web page. Retrieved from URL

Eg, **Wareshop Group. (2056, Aug. 13). Business profile. Retrieved from <http://www.wareshop.co.nz>**

“Harvard Generator”- can also be used by students to reference sources of information.

Students should check with the teacher of each subject.

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Smith, A. (2006b). Synthetic reactions and strategies. In B. A. Brown (Ed.), Principles of organic chemistry (pp. 123-147). Washington, DC: Wilton.

Smith, A. B. (2000). Teaming with wildlife: Promoting team development through volunteer service at Auckland Zoo. New Zealand Business Review, 17(4), 230-240.

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Wilson, A., & Brown, B. (2006). Dining out: A history of restaurant eating in New Zealand. Journal of New Zealand Historical Research, 3, 110-123. Retrieved from <http://www.jnzhr.org.nz/>

The following pages outline the assessment requirements for each Preliminary subject offered in 2024.

The syllabus for each learning area can be found on the NESA Website.

Each syllabus will contain full statements of all outcomes featured in this booklet,

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas>

Course: Agriculture
Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Plant Trial/ Practical	Farm Case study	Yearly exam	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Outcomes	P2.1 P3.1 P4.1 P5.1	P1.1 P1.2 P2.3 P3.1 P5.1	All	
Knowledge	5	15	30	50
Skills	25	15	10	50
Weighting	30	30	40	100

Course: Ancient History
Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Investigating Ancient History: Source Analysis and Extended Response	Historical Investigation: Source Analysis and Presentation	Features of Ancient Societies: Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 7	Term 3 Week 9	
Outcomes	AH11-6 AH11-7 AH11-8 AH11-9 AH11-10	AH11-3 AH11-4 AH11-5 AH11-6 AH11-8 AH11-9	AH11-1 AH11-2 AH11-6 AH11-7 AH11-9	
Knowledge and understanding of course content	20		20	40
Historical skills in analysis and evaluation of sources and interpretations		10	10	20
Historical inquiry and research	5	10	5	20
Communication of historical understanding in appropriate forms	10	5	5	20
Marks	35	25	40	100

Course: Biology
Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Depth Study Presentation Cell Membrane	Case Study Data Analysis Evolution	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	
Outcomes	BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO11-8 BIO11-9	BIO11/12-1 BIO11/12-4 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	
Knowledge and Understanding	10	10	20	40
Working Scientifically	20	20	20	60
Weighting	30	30	40	100

Course: Chemistry
Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Depth Study	Practical Test & Data Analysis	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Week 9	
Outcomes	CH 11/12-1 CH 11/12-2 CH 11/12-3 CH 11/12-4 CH 11/12-7 CH 11-8	CH 11/12-1 CH 11/12-3 CH 11/12-4 CH 11/12-5 CH 11-9	CH 11/12-1 CH 11/12-2 CH 11/12-4 CH 11/12-5 CH 11/12-6 CH 11-8 CH 11-9 CH 11-10 CH 11-11	
Knowledge and Understanding	15	10	15	40
Skills in Working Scientifically	25	20	15	60
Weighting	40	30	30	100

Course: Community and Family Studies

Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Media Analysis Resource Management	Leadership Research Assignment	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 9	Term 3 Week 9	
Outcomes	P1.1 P4.2 P5.1 P6.1	P2.3 P4.1 P4.2	Selected outcomes from P1.1–P6.2	
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Marks	35	35	30	100

Course: Design and Technology

Units: 2

Components	Task 1	Task 2	Task 3	Weighting
	Designer Case Study	Group Project	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 10	Term 3 Weeks 9	
Outcomes	P2.1 P6.1	P1.1 P3.1 P4.1 P4.2 P4.3 P5.1 P5.2 P5.3 P6.2	P2.2	
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
Marks	30	40	30	100

Course: English Advanced
Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Reading to Write Portfolio with reflection	Narratives that Shape our World Multimodal presentation	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8	
Outcomes	EA11-3 EA11-5 EA11-9	EA11-1 EA11-2 EA11-3 EA11-5 EA11-7 EA11-9	EA11-1 EA11-3 EA11-5 EA11-6 EA11-8	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Marks	30	40	30	100

Course: English Standard
Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Reading to Write Portfolio with reflection	Contemporary Possibilities Multimodal presentation	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Week 8	
Outcomes	EN11-3 EN11-5 EN11-9	EN11-1 EN11-2 EN11-3 EN11-5 EN11-6 EN11-7	EN11-1 EN11-3 EN11-5 EN11-8	
Knowledge and understanding of course content	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
Marks	30	40	30	100

Course: English Studies

Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Mandatory Module Achieving through English	Elective Module	Collection of classwork Portfolio All modules	
Timing	Term 1 Week 8	Term 2 Week	Term 3 Week 8	
Outcomes	ES11-1 ES11-4 ES11-5 ES11-6	ES11-2 ES11-6 ES11-7 ES11-8	ES11-1 ES11-3 ES11-4 ES11-5 ES11-7 ES11-9 ES11-10	
Knowledge and understanding of course content	15	15	20	50
Skills in: • comprehending texts • communicating ideas • using language accurately, appropriately and effectively	15	15	20	50
Mark	30	30	40	100

Course: Exploring Early Childhood

Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Pregnancy and Childbirth Assignment + Practical Article	Child development Task	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
Outcomes	1.1 1.4 2.1 5.1 6.2	1.2 1.3 1.4 2.4 5.1	1.3 2.2 2.3 3.1 6.2	
Knowledge and Understanding	15	20	15	50
Skills	10	20	20	50
Marks	25	40	35	100

Course: Food Technology
Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Food selection and Availability	Food Quality	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 9/10	Term 3 Week 9	
Outcomes	P1.2 P4.2	P2.2 P3.2 P4.1 P4.4	P1.1 P2.1 P3.1 P4.3 P5.1	
Knowledge and Understanding of course content	5	5	30	40
Knowledge and Skills in designing, researching, analysing and evaluating	15	15		30
Skills in experimenting with and preparing food by applying theoretical concepts	15	15		30
Marks	35	35	30	100

Course: Industrial Technology – Metal and Engineering Technologies
Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Industry Case Study	Preliminary Project	Yearly Examination	
Timing	Term 1 Week 10	Term 3 Week 4	Term 3 Week 9	
Outcomes	P1.1 P1.2 P2.1 P5.1 P5.2 P6.1 P6.2 P7.1	P2.1 P3.1 P3.2 P4.1 P4.2 P4.3 P5.2	P1.1 P1.2 P2.1 P6.1 P7.1	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Marks	20	40	40	100

Course: Industrial Technology – Timber Products and Furniture Technologies
Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Industry Case Study	Preliminary Project	Yearly Examination	
Timing	Term 1 Week 10	Term 3 Week 4	Term 3 Week 9	
Outcomes	P1.1 P1.2 P2.1 P5.1 P5.2 P6.1 P6.2 P7.1	P2.1 P3.1 P3.2 P4.1 P4.2 P4.3 P5.2	P1.1 P1.2 P2.1 P6.1 P7.1	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of projects	10	30	20	60
Marks	20	40	40	100

Course: Investigating Science
Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Practical Investigation Modules 1 and 2	Depth Study Research and Presentation Modules 2 and 3	Yearly Examination Modules 1–4	
Timing	Term 1 Week 9	Term 2 Week 7	Term 3 Week 9	
Outcomes	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-5 INS11-8 INS11-9	INS11/12-1 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-8 INS11-10	INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11	
Content Knowledge	20	20	20	60
Working Scientifically	10	20	10	40
Marks	30	40	30	100

Course: Legal Studies
Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	The Legal System: Annotated media file	Law in Practice: Research based in class extended response	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 3	Term 3 Week 9	
Outcomes	P1, P4, P7, P8	P4, P6, P8, P9, P10	P1, P2, P3, P4, P5, P9, P10	
Knowledge and understanding of course content	10	15	35	60
Inquiry and research	10	10		20
Communication of Legal Studies information, issues and ideas in appropriate forms	10	5	5	20
Marks	30	30	40	100

Course: Mathematics (Advanced)

Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Topic Test: Functions	Investigation Assignment: Trigonometry and measurement of angles	Yearly Examination	
Timing	Term 1 Week 7	Term 2 Week 7	Term 3 Week 9	
Outcomes	MA11-1 MA11-2 MA11-8 MA11-9	MA11-3 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Weighting	30	30	40	100

Course: Mathematics Extension 1
Units: 1

Component	Task 1	Task 2	Task 3	Weighting
	Topic Test: Polynomials	Investigation Assignment: Rates of change with respect to time	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Week 9	
Outcomes	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-4 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7 ME11-9	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Weighting	30	30	40	100

Course: Mathematics Standard
Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Topic Test (Question Bank)	Measurement Investigation	Yearly Examination	
Timing	Term 1 Week 7	Term 2 Week 7	Term 3 Week 9	
Outcomes	MS11-1 MS11-2 MS11-6 MS11-8 MS11-9	MS11-3 MS11-4 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Weighting	30	30	40	100

Course: Music 1

Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Viva Voce and Aural Analysis Topic 1 Analysis of one influential musical excerpt and the development of personal ideas and techniques relevant to the chosen topic.	Composition Portfolio Submission of composition portfolio with three compositional activities relating to Topic 2	Performance and Musicology Research Topic 3 Solo or ensemble performance and summary demonstrate the performance repertoire's relevance within the topic—a detailed Analysis of 4 pieces.	
Timing	Term 1, Week 8	Term 2, Week 7	Term 3, Week 5 & 8	
Outcomes assessed	P2, P3, P5, P8	P3, P4, P6, P7, P8	P1, P2, P4, P6	
Performance			25	25
Composition	25			25
Musicology	5	20		25
Aural		10	15	25
Marks	30	30	40	100

Course: Personal Development, Health and Physical Education (PDHPE)
Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Core 2 Research task	First Aid In-class task	Preliminary Examination	
Timing	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9	
Outcomes	P7, P8, P9, P16, P17	P6, P12, P15, P16	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10, P11, P12, P14, P15, P16, P17	
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
Marks	30	30	40	100

Course: Sport, Lifestyle and Recreation
Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Games and Sport Applications II Practical Assessment Task	Sports Coaching Assessment Task	Yearly Examination	
Timing	Term 1 Week 7 - 8	Term 2 Week 7	Term 3 Week TBA	
Outcomes	1.1, 3.1, 4.1, 4.4	1.3, 2.1, 2.2, 3.2, 4.2, 4.5	1.3, 1.5, 2.3, 2.5, 3.5, 3.6, 4.3, 4.5	
Knowledge and understanding of the factors that influence health and participation in physical activity	5	25	20	50
Skills in developing a commitment to an active, healthy lifestyle and the achievement of movement potential	40	5	5	50
Total %	45	30	25	100

Course: Visual Arts
Units: 2

Component	Task 1	Task 2	Task 3	Weighting
	Body of Work and Visual Arts Process Diary	Body of Work	Yearly Examination	
Timing	Term 1 Week 10	Term 3 Week 6	Term 3 Exam Week	
Outcomes	P1 P2 P3 P4 P5 P6	P1 P2 P3 P4 P5 P6	P7 P8 P9 P10	
Artmaking	20	30		50
Art Criticism and Art History	10		40	50
Marks	30	30	40	100



School Name: Scone High School

Assessment Schedule Year 11 - 2024

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

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

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

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

School Name: Scone High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Task 2	Task 3	Task 4	EXAM
		White card	Plan a career *	Safe and sound	Bump in the light	(Optional)
		Week 2	Week 10	Week 4	Week 7	Week
	Term 3	Term 1	Term 2	Term 3	Term	
Code	Unit of Competency	Date	Date	Date	Date	Date
CPCCWHS1001	Prepare to work safely in the construction industry	Prior to WPL				HSC Examinable units of competency
CUAIND314	Plan a career in the creative arts industry.		Post WPL			
CUAWHS312	Apply work health and safety practice.			X		
CUASOU331	Undertake live audio operations.			X		
CUALGT311	Operate basic lighting				X	
CUASTA212	Assist with bump in and bump out of shows.				X	

* Task 2 - Plan a career is not to assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

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

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

Scone High School Student Competency Assessment Schedule
VET Agriculture, Horticulture and Conservation and Land Management AHC20116 Certificate II in Agriculture

Preliminary course

Assessment events for AHC20116 Certificate II in Agriculture <i>Must be edited to suit school delivery – refer to TAS</i>			Cluster 1	Cluster 7	Cluster 2	Cluster 9	Work placement 1*	Preliminary yearly exam**
Cluster	Code	Unit of competency	Week 3 Term 1	Week 2 Term 2	Week 1 Term 3	Week 8 Term 3	Week 2 or 6 Term 3	Week 8 Term 3
1	AHCWHS201	Participate in work health and safety processes	X					
7	AHCBIO203	Inspect and clean machinery, tools and equipment to preserve biosecurity		X				
	AHCMOM202	Operate tractors						
	AHCMOM304	Operate machinery and equipment						
2	AHCWRK204	Work effectively in the industry			X			
	AHCWRK205	Participate in workplace communications						
	AHCWRK209	Participate in environmentally sustainable work practices						
9	AHCINF201	Carry out basic electric fencing operations				X		
	AHCINF202	Install, maintain and repair farm fencing						

*** Students must complete 70 hours of work placement during the course. 35 hours of work placement must be completed in the Preliminary year.**

Depending on the achievement of units of competency, the possible qualification outcome is a **AHC20116 Certificate II in Agriculture** or a **Statement of Attainment towards a AHC20116 Certificate II in Agriculture**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.