



Semper Optime  
Always the Best

# Year 11 Assessment Booklet

## 2024





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# Learning for a Changing Future

At BGHS we believe that transformational education is at the core of literate, numerate and creative learners who are resilient and have a strong sense of belonging. The provision for this will be delivered through dynamic, collaborative, expert staff who constantly strive for excellence.

## Our Beliefs

The community at Bankstown Girls High School is committed to:

- a safe and secure environment
- the promotion of tolerance, care and respect
- the encouragement of all its members to realise their potential
- the preservation of its environment
- pride in its identity

## Exit Outcomes

A Bankstown Girls High School Graduate:

- will be an honest, respectful, responsible, courteous young woman who is generous of spirit, co-operative and an effective communicator;
- she will be literate, numerate and able to use information and communication technologies effectively;
- she will have an understanding of the knowledge and skills base of all Key Learning Areas and an awareness of local and global issues;
- a critical thinker and problem solver, she will be a motivated, inquisitive, independent learner.

# Policy and Procedures for Assessment HSC 2024

This document provides information about the policy and procedures that apply to Assessment for the Year 11 Record of School Achievement (RoSA) 2024.

## Purpose of Assessment

Assessment tasks measure student performance against outcomes in each course. Assessment occurs throughout the duration of the course. The responsibility for setting assessment programs lies with the faculty responsible for that course.

## Satisfactory Completion of a Course

The satisfactory completion of a course requires principals to have sufficient evidence that the student has:

1. followed the course developed by the faculty
2. applied themselves with diligence and sustained effort to the set tasks and
3. experiences provided in the course by the school; and achieved some or all of the course outcomes

## The Assessment and Reporting Program

Assessment in each subject will not begin until Week 1, Term 1 of each Year.

A report will be published that outlines progress in Semester one and Semester two. Dates of publication will be shown in the school calendar on the website and in the school newsletter "Candid".

## HSC Assessment

- Measures the achievement of HSC candidates relative to other candidates doing the same course.
- An HSC assessment mark is calculated based on a student's performance in assessment tasks for each course.
- To get an assessment mark in any course, students must complete assessment tasks that are worth more than 50% of the weighting for that course.
- HSC assessment marks are used by the school to determine a student's rank within a course, which is submitted to NESA upon the completion of the student's school-based assessments.
- Students are informed of their assessment rank for each course in their final school report and by their course teacher.

## Adjustments for Students with Additional Learning Needs

Some students with additional learning needs will require adjustments to assessments in order to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the particular needs of the student and the requirements of the activity.

It is a requirement under the Disability Standards for Education 2005 for schools to ensure that assessment tasks are accessible to students with additional learning needs. Schools are responsible for any decisions made at the school level to offer adjustments to coursework, assessment activities and tasks, including in-school tests. Decisions regarding adjustments should be made in the context of collaborative curriculum planning. Providing an adjustment does not restrict a student's access to the full range of grades or marks.

# Responsibilities of the School

Each faculty will develop an Assessment program for each course they offer. This means the faculty will:

- Set tasks that will be used to measure student performance in each component of a course.
- Provide students with a schedule showing what tasks will be set, when these tasks will be carried out and the relative weighting of these tasks.
- Provide a hard copy of assessment notifications no later than two weeks before the due date for each assessment task. The assessment notification will provide details of the task, outcomes being assessed, marking criteria, date issued, due date and weighting. A soft copy can be sent via email to students who are absent on the day an assessment notification is issued.
- Maintain assessment records; “Course Documentation Receipt Register” and “Assessment Task Register”.
- Provide meaningful feedback to each student indicating:
  - Students’ attainments in the task relative to the outcomes
  - Students’ relative positions within the school group.
- Maintain records of marks awarded for each task identified as part of the assessment. In terms of marks awarded for a task, the school’s decision is final.
- Use the NESAs Syllabus to Program for the HSC course.
- Record marks on the Sentral student management system.
- Notify the student, using Faculty 'Letters of Concern', if the student is failing to meet requirements.
- Notify the student, using 'NESA Warning Letters', if the student is in danger of an “N” Determination.

## Head Teacher Checkpoint Interviews

In term 2, all year 11 students will meet with each Head Teacher for the courses they study.

During this checkpoint meeting, a review will be undertaken of class attendance and course work.

Students who meet the requirements of the checkpoint interviews will have a letter sent home to indicate that they are currently meeting the requirements of their courses.

Students who do not meet the requirements for adequate completion of course work will have an “N” Award letter issued. Students who do not meet the satisfactory attendance requirements will have a Letter of Concern for Attendance issued.

In cases where a student does not meet either coursework or attendance requirements in at least two subjects a referral to the Deputy Principal will be made which may result in a phone call to parents or a parent interview request.

Students who are absent on the day of their checkpoint interview will need to provide a medical certificate to justify their absence.

## Commencement and Completion of Assessment Tasks

- Assessment must not commence for the Year 11 RoSA before Term 1, 2024.
- Assessment will finish for the HSC a week after the Trial HSC exams. (Excepting practical tasks, LOTE speaking tasks and culmination of practical projects)



## Notification of Assessment Results

Students are provided with information on their performance in each task (mark, feedback and ranks).

HSC students are not told their final school assessment mark but will be given their progressive ranking.

Students may collect the final Assessment Rank Order Notice on completion of their HSC exams through NESA Schools online [www.NESA.nsw.edu.au](http://www.NESA.nsw.edu.au)

# Student Responsibilities

It is the student's responsibility to be familiar with the policies and procedures set out in this document.

Students are required to complete all assessment tasks and classwork to ensure that they meet the outcomes for the course.

Students are required to attend school, be aware of the due dates for assessment tasks and complete all tasks on time.

If a student is absent from school the student must, on returning to school, check with her teachers to see if any assessment tasks have been issued.

## Submission of Tasks

The honesty of students in completing assessment tasks, examinations and submitted works, and of teachers and others in guiding students, underpins the integrity of the Year 11 RoSA and the Higher School Certificate. Throughout the assessment process, the highest level of honesty is required.

Students are required to take responsibility for their learning and ensure that they complete all tasks as set out in the assessment schedule for each course. It is expected that all students will make a genuine attempt at every assessment task assigned. This means that all sections of the task need to be attempted and show the students' knowledge and skills in relation to the outcomes set for the task.

If at any time a student is having trouble understanding the requirements of the task or they are struggling with the task, they are to speak to their teacher and/or the Head Teacher of the course to resolve any issues and ensure they can submit or complete the task on time. Doing this as early as possible once an issue is identified can make it easier to assist students, however, leaving it to the last minute when a task is due is not acceptable.

Students may jeopardise the award of the Year 11 RoSA or Higher School Certificate by non-completion of assessment tasks.

All tasks are to be submitted at the due time and date as specified on the assessment notification.

The minimum requirement is that students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks in the course.

## Electronic Submission of Work

In cases where a student is permitted to submit their work electronically, they need to follow the instructions provided at the time of notification to ensure that the task is submitted correctly. If their task is not received it will be regarded as a non-submission.

In cases where a student is to submit a task to a teacher via email, they are required to use the correct email address by the due date and time provided on the assessment task notification.

If a task is not received at the specified email address it will be regarded as a late submission and those procedures will need to be adhered to.

## Arrangements of VET Work Placement

Prior to going on work placement students are to see the Head Teacher for any course they study and make alternate arrangements for any assessment tasks that are due while they are on work placement.

Work placement is a mandatory requirement for VET course and is supported at the school under alternative arrangements.

## Submission of Major Works

Students must hand in major projects before 9.00 am on the date notified for submission of the project. If an alternate time has been set, students must be in class for all scheduled lessons on the day of submission.

## Illness on the Day of an Exam or an Assessment Task

If a student feels sick on the day of an exam or in-class assessment task and they still come to school to do the task, they are to:

- i. See the Head Teacher on the day of the task and inform them of the illness.
- ii. Collect an illness/misadventure appeal form from the Deputy Principal.
- iii. Report to the supervisor of the task and inform them of the illness.
- iv. Complete the task to the best of their ability.
- v. See a doctor and obtain a medical certificate.
- vi. Complete the illness/misadventure appeal form and get a parent to sign it.
- vii. Hand the Head Teacher Administration the completed illness/misadventure appeal form with the doctor's certificate attached on the day of their return to school.

## Late Submission of Assessment Tasks

If a student does not complete or submit a task by the due date and time, they are required to notify the Head Teacher on the day the task is due to explain the issue.

All tasks must be submitted by the due time and date in order to be awarded a mark for the task. No extensions will be given for a task. If a task is submitted late the student will be awarded a mark of Zero and an "N" Award warning letter will be sent home. In order for a mark to be awarded for a task submitted late, the student is required to:

- i. Collect an illness/misadventure form from the Deputy Principal or download one from the school website.
- ii. Complete the illness/misadventure form with all relevant information and attachments and get a parent to sign the form.
- iii. Submit the appeal form and supporting documentation to the Head Teacher Administration.

The School will:

- Review the appeal form by the faculty Head Teacher and in consultation with the Head Teacher Administration will decide to either support the appeal or decline the appeal and make a recommendation to the Principal.

- Where an appeal has been upheld, that student will either be awarded an estimate (for the task appealed) at the end of the course based on the student's performance in all completed assessment tasks relative to those in their course or be awarded the mark received based on their completed task, as appropriate.
- Where the appeal has been declined a mark of zero will be recorded in the faculty markbook.
- Notify the student of the decision to decline or uphold the appeal
- File a copy of any documentation relevant to the assessment task and, where an appeal has been upheld, that student will be awarded an estimate (for the task appealed) at the end of the course based on the student's performance in all completed assessment tasks relative to those in their course.

## Failure to Attend School on the Day of an Assessment Task or Submission Date

If a student is absent on a due date for an assessment task due to illness or misadventure the student must:

- Call the school and inform the Head Teacher of that subject, or the Deputy Principal, on the due date of the task of their absence.
- Explain why they are absent, give an estimated date of return and if possible, arrange for an alternate time for the task to be completed. Failure to do so will result in a non-attempt being recorded for the task.
- Provide an expected date for return to school.

Where a student does not contact the Head Teacher or Deputy Principal, the student it will be awarded a mark of Zero and an "N" Award warning letter will be sent home.

On the first day of the students return to school the student is required to:

- Arrange with the Head Teacher a time to complete the assessment or exam.
- Be prepared to do the exam, or hand-in the assessment task, on the first day of return to school.
- Collect an illness/misadventure form from the Deputy Principal or download one from the school website.
- Complete the illness/misadventure form with all relevant information and have a parent to sign the form.
- Submit the appeal form and supporting documentation (a medical certificate in the case of the appeal being for illness) to the Head Teacher Administration.

The School will:

- Review the appeal form by the faculty Head Teacher and in consultation with the Head Teacher Administration will decide to either support the appeal or decline the appeal and make a recommendation to the Principal.
- Where an appeal has been upheld, that student will either be awarded an estimate (for the task appealed) at the end of the course based on the student's performance in all completed assessment tasks relative to those in their course or be awarded the mark received based on their completed task, as appropriate.
- Where the appeal has been declined a mark of zero will be recorded in the faculty markbook.
- Notify the student of the decision to decline or uphold the appeal
- File a copy of any documentation relevant to the assessment task and, where an appeal has been upheld, that student will be awarded an estimate (for the task appealed) at the end of the course based on the student's performance in all completed assessment tasks relative to those in their course.

## Technology Issues

It is the student's responsibility to ensure that they submit an assessment task by the due time and date. If you experience computer or technology failure it will not be taken as a reasonable excuse for failing to submit a task on time.

Students are advised to implement a backup plan to ensure that their work is submitted. Students have access to cloud-based software that automatically backs-up documents, such as Google Drive and One Drive. Alternatively, organising a document file structure to store and save their school-based documents using USB/flash drives and other external drives to save copies of work-in-progress is encouraged. Copies of important documents can be emailed to their school email address. This will ensure that Students have something to submit for marking.

## Requests for Extension to Due Dates for Assessment Tasks

Assessment task due dates are used to ensure fairness for all students completing an assessment task and no request for an extension will be approved.

If a student is experiencing difficulty with an assessment task they are to speak to their teacher, or the Head Teacher of the course, as soon as an issue becomes apparent. **Do not leave this to the last few days before a task is due.**

If a student is unable to submit a task by the due date they will be regarded as not having completed the task, nor followed the appropriate procedure.

If a student submits a task late and wishes to have their result included in your assessment marks they are to submit an illness/misadventure appeal and follow the procedures outlined for a late submission.

## Illness / Misadventure Appeals

Students can submit an Illness / misadventure appeal in circumstances where illness or misadventure has impacted an assessment task. Each appeal will be assessed on its merits and there is no guarantee that an appeal will be upheld. It is important that a clear and well documented appeal is submitted with supporting documentation.

Students who develop a pattern of submitting illness / misadventure appeals for tasks in one or a number of courses will be interviewed by the Principal to determine if the appeal will be upheld or if further documentation will be required.

In all instances it is at the school's discretion to accept or decline an appeal regardless of documentation supplied.

misadventure appeal applications must be given to the Head Teacher / All illness

Refer to the flowchart on page 16 for timeframes for completion of the illness / misadventure process.

## HSC: All My Own Work

HSC: All My Own Work is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies.

Students are required to complete the program and in doing so will also know about penalties for cheating and how to avoid malpractice when preparing their work for assessment.

To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Year 11 RoSA or HSC (Year 12) courses, unless they are only entered for Year 11 and Year 12 Life Skills courses.

## Assessment Malpractice

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be a student's own or must be appropriately acknowledged.

Malpractice, including plagiarism, could lead to students receiving zero marks and will jeopardise their ability to be awarded their Higher School Certificate.

Malpractice is any activity that allows students to gain an unfair advantage.

It includes, but is not limited to:

- Copying (plagiarising) someone else's work, in part or whole, and presenting it as their own.
- Using material directly from books, journals, CDs or the internet without reference to the source.
- Building on the ideas of another person without reference to the source.
- Buying, stealing or borrowing another person's work and presenting it as their own.
- Submitting work to which another person such as a parent, coach or subject expert has contributed substantially.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement.
- Paying someone to write or prepare material.
- Breaching school examination rules.
- Using non-approved aides during an assessment task.
- Contriving false explanations to explain work not handed in by the due date.
- Assisting another student to engage in malpractice.
- Speaking to or communicating with other students during an examination.
- Taking into an examination room any books, notes, paper or equipment other than the equipment allowed.
- Taking into an examination room a mobile phone or any other electrical or electronic device unless approved by the NESA.
- The non-attending of timetabled classes on the day a task is due.

In cases where it is identified that a student may be in breach of these guidelines, the classroom teacher will send an "N" award warning letter to the parent/guardian.

- The Head Teacher will provide the supervising Deputy Principal with a report and evidence outlining the breach.
- The Deputy will interview the student and if not provided in the evidence will take a statement from the student.
- The Deputy will inform the Principal to arrange an interview with the student and where necessary the student's parents.
- If it is concluded that the student did breach assessment guidelines and committed an act of malpractice the student will:
  - be awarded a mark of Zero for that task
  - make a genuine attempt on the task to redeem the "N" Award
  - in the case of Year 12 students will have the malpractice recorded on the NESA Malpractice register.

## Plagiarism In More Detail

Plagiarism is when you pretend that you have produced a piece of work that someone else created. It is cheating, it is dishonest, and it may result in a zero mark been awarded. The following are common questions about plagiarism.

**Q** Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

**A** Definitely yes!

**Q** Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

**A** Yes. You are using someone else's thoughts and words without acknowledgement.

**Q** Is it plagiarism if someone else proofreads my written work and changes my final draft?

**A** It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

**Q** Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

**A** No, this is not plagiarism. You have acknowledged where your ideas came from. It is legitimate to build on ideas from others provided you don't claim they are your own.

**Q** Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

**A** This is not plagiarism. You have taken steps to show you are presenting another's words or ideas.

All students will be given instruction on how to avoid plagiarism during term 1 each year.

If plagiarism is detected in a submitted assessment the teacher will retain the plagiarised copy and highlight the plagiarised sections and identify their source. The Head Teacher of the subject will contact the parent/caregiver and advise them that the student has submitted a task that is plagiarised. A task that is plagiarised as part of a submitted assessment will be awarded a mark of zero.

## Assessment Malpractice Appeals

Should a student wish to lodge an appeal against a decision of assessment malpractice, they must do so in writing to the Deputy Principal, within 7 days after the Principal's decision has been provided to the student. This letter must clearly outline the reasons why the student believes they are not committing assessment malpractice. The Principal will review the appeal and finalise a decision that will be notified to the student. Review of Malpractice Guidelines

- School policy on malpractice and non – serious attempts reflects NESAs policy and may be updated or changed according to advice from the NESAs.
- In cases where it is identified that a student may be in breach of assessment guidelines and committed malpractice the classroom teacher will send a "N" Award warning letter home and the Head Teacher will provide the supervising Deputy Principal with a report outlining the breach and evidence relating to the breach. The Deputy will interview the student and if not provided in the evidence will take a statement from the student.
- The Deputy will inform the principal arrange an interview with the student and where necessary the student's parents.

- If it is concluded that the student did breach assessment guidelines and committed an act of malpractice the student will
  - be awarded a mark of Zero for that task
  - make a genuine attempt on the task to redeem the “N” Award
  - in the case of Year 12 students they will have the malpractice recorded on the NESA Malpractice register.
- If the student wishes to lodge an appeal against the decision they are required to write a letter of appeal that clearly outlines the reasons the student believes they are not in breach of malpractice. This letter needs to be provided to the Deputy Principal no later than 7 days after the Principal’s decision has been provided to the student. The Principal will review the appeal and finalise a decision that will be notified to the student.

## Non-serious Attempts

- A non-serious attempt includes but is not limited to:
- Writing frivolous, offensive or objectionable material.
- Writing answers in a language other than English (unless specifically instructed to do so).
- Not attempting a substantial portion of the exam or task (this includes only attempting the multiple-choice section of exams that include multiple-choice questions). Students must make a genuine attempt at every section of the exam or assessment task.

## “N” Determinations

An “N” determination is issued when a student does not meet the mandatory requirements for satisfactory completion of a course.

Students and their parents will be notified if a student is not meeting course requirements through “N” award warning letters throughout the course. These warnings are sent for students who do not complete assessment tasks, classwork or course outcomes and in the case of VET courses for not meeting competencies.

Students are required to follow the course developed or endorsed by NESA and have:

- Applied themselves with diligence and sustained effort to set tasks and experiences provided in the course by the school; and
- Achieved some or all of the course outcomes.
- Made a genuine attempt at assessment tasks that contribute to in excess of 50% of assessment marks for the course.

Failure to do so can result in an “N” determination, which may make a student ineligible for the award of the Year 11 RoSA or the Higher School Certificate.

A zero mark will be awarded when:

- A task submitted after the due time and date.
- Not submitting a task at all.
- Non-serious attempt.
- Malpractice.



## Students who Transfer to Another School

Should a student transfer to a new school the Year 11 RoSA or HSC school-based assessment marks recorded at BGHS will be forwarded to the new school. Head Teachers will send these assessment marks to the Deputy to for to the new school.

## Assessment Appeals

In the event that a student makes a claim that an assessment task has not followed the correct process, they may lodge an appeal.

The appeal process has the following requirements:

- It is the student's responsibility to clearly outline how the assessment task did not follow the process and this must be delivered, in writing, within 7 days of receipt of the returned assessment task.
- The BGHS School Assessment and Review panel will convene to investigate the appeal.
- If the appeal is upheld, the task will be deleted, a new assessment schedule will be issued for the subject and a new task (the same type of task with the same outcomes) will be devised and administered.
- All documentation in relation to the appeal will be filed with the Principal.
- The BGHS School Assessment and Review panel will consist of the Principal, Deputy Principal, the faculty Head Teacher and one other Head Teacher. In the event that the panel is unable to decide the Principal, as Chairperson, will make the final determination.
- The Year Advisor may act as a student advocate in these cases.
- The student will be notified of the outcome of the review panel within 7 days of the decision.
- A student who is dissatisfied with the school's review procedures may appeal to NESAs.

## Senior Student Review Panel

The purpose of the Senior Student Review Panel is to encourage and support all senior students to achieve their full potential and meet the requirements for the award of a Year 11 Rosa or the Higher School Certificate.

The panel will monitor a student's application, effort and achievement, as all of these must be satisfied if a student is to achieve their full potential. The panel will provide help and counselling to students and thus facilitate the achievement of successful outcomes.

The panel may consist of:

- Deputy Principals
- Head Teachers
- Careers Advisor
- Student Advisor

Their role will be to interview students who receive “N” warning letters and determine strategies for remediation. They will also recommend Principal interviews for “N” determinations. In cases where poor attendance is identified, expulsion on the basis of non-participation in learning can be the recommendation to the Principal.

## Reviews of Final Assessment Rank

Students may request a school review of their final Year 11 RoSA assessment rank if:

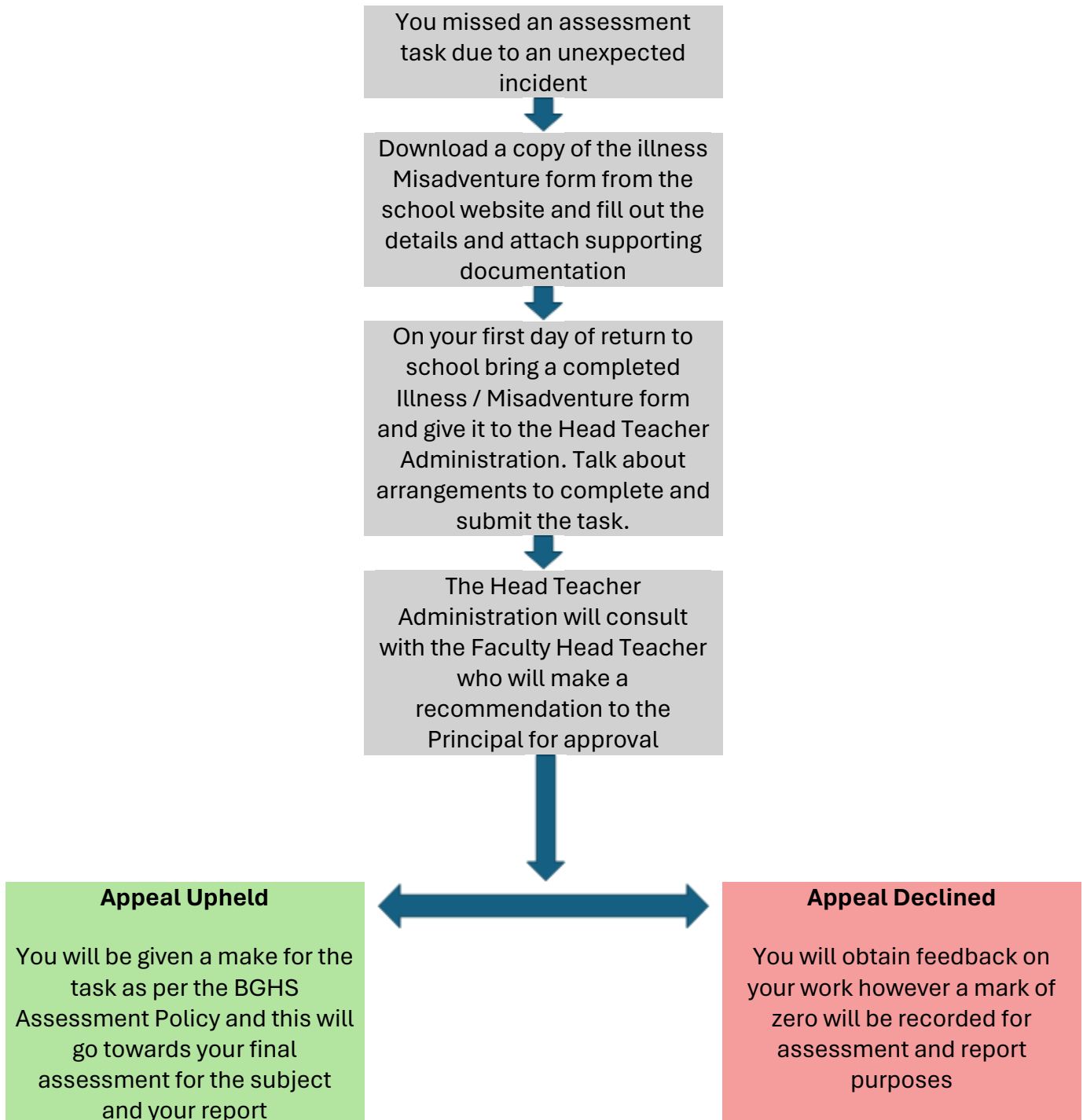
- They believe their final rank is different from the position obtained in the course.
- They believe that the school did not follow the procedures stated in this publication.

The request for review must be made within three (3) days of the issue of assessment ranks.

The method used by the teacher for the awarding of marks for assessment tasks will not be subject to review.

## Procedures flow Diagram

What do I do if I miss an assessment task because of an unexpected incident?



# Illness / Misadventure Appeal Process

## Bankstown Girls High School

### Illness / Misadventure Appeal

To be completed by the student who is unable to attend/submit an assessment on the due date. **This form is to be submitted to the Head Teacher Administration the first day back at school immediately after the assessment task or the due date for an assessment task. If the Head Teacher Administration is not available, this must be submitted to the Deputy Principal.**

**Student Name:** \_\_\_\_\_

**Subject:** \_\_\_\_\_

**Head Teacher:** \_\_\_\_\_ **Teacher:** \_\_\_\_\_

**Assessment Task**

**Number and Title:** \_\_\_\_\_

(State the type of task e.g. examination, research task, field work etc.)

**Date of Notification:** \_\_\_\_\_ **Due Date:** \_\_\_\_\_

**Date Appeal Submitted:** \_\_\_\_\_

**Details of Appeal:** (State sufficient detail to support you case for consideration)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

(Attach all necessary medical and other certificates and refer to the BGHS Assessment policy)

**Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Take this form to the Head Teacher Administration

**Appeal Recommendation:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Head Teacher**

**Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# 2024 Assessment Schedules

The schedules that appear on the following pages are accurate as of the date of publication. There may be a need to adjust assessment schedules, and, in these cases, a new assessment schedule will be created and issued to students by the classroom teacher. This will be done at least 2 weeks prior to any assessment task that has been changed.

# English

English Advanced

English Standard

English EAL/D

English Studies

Drama



## Year 11 Assessment Schedule 2024

### English Advanced

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Multi-modal Task Common Module	Extended Response	Yearly Examination	
<b>Timing</b>	Term 2 Week 1	Term 2 Week 10	Term 3 Week 8/9	
<b>Outcomes assessed</b>	EN11-1 EN11-2 EN11-3 EN11-4 EN11-8 EN11-9	EN11-1 EN11-2 EN11-3 EN11-4 EN11-5 EN11-6 EN11-7	EN11-1 EN11-2 EN11-3 EN11-4 EN11-5 EN11-6 EN11-7 EN11-8	
				<b>Weighting</b>
Knowledge and understanding of course content	<b>20</b>	<b>15</b>	<b>15</b>	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>20</b>	<b>15</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Outcomes

A student;

EA11-1	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EA11-3	analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
EA11-4	strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
EA11-5	thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
EA11-6	investigates and evaluates the relationships between texts
EA11-7	evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
EA11-8	explains and evaluates cultural assumptions and values in texts and their effects on meaning
EA11-9	reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner





## Year 11 Assessment Schedule 2024

### English Standard

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Essay and Creative Common Module	Multi-modal Task Alternate Truths	Yearly Examination	
<b>Timing</b>	Term 2 Week 1	Term 2 Week 10	Term 3 Week 8/9	
<b>Outcomes assessed</b>	EN11-1 EN11-2 EN11-3 EN11-4 EN11-8 EN11-9	EN11-1 EN11-2 EN11-3 EN11-4 EN11-5 EN11-7	EN11-1 EN11-2 EN11-3 EN11-4 EN11-5 EN11-6 EN11-7 EN11-8	
				<b>Weighting</b>
Knowledge and understanding of course content	<b>20</b>	<b>15</b>	<b>15</b>	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>20</b>	<b>15</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Outcomes

A student;

EN11-1	responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
EN11-2	uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
EN11-3	analyses and uses language forms, features and structures of texts, considers appropriateness for purpose, audience and context and explains effects on meaning
EN11-4	applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
EN11-5	thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
EN11-6	investigates and explains the relationships between texts
EN11-7	understands and explains the diverse ways texts can represent personal and public worlds
EN11-8	identifies and explains cultural assumptions in texts and their effects on meaning
EN11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner



## Year 11 Assessment Schedule 2024

### English EAL/D

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Digital Writing Task Migrant Voices	Speech (including listening) Close Study of a Text	Yearly Examination	
<b>Timing</b>	Term 2 Week 1	Term 2 Week 10	Term 3 Week 8/9	
<b>Outcomes assessed</b>	EAL11-1A EAL11-2 EAL11-3 EAL11-6 EAL11-8	EAL11-3 EAL11-4 EAL11-5 EAL11-6 EAL11-7 EAL11-8	EAL11-1A EAL11-1B EAL11-2 EAL11-3 EAL11-4 EAL11-5 EAL11-6 EAL11-7 EAL11-8	
				<b>Weighting</b>
Knowledge and understanding of course content	<b>20</b>	<b>15</b>	<b>15</b>	<b>50</b>
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>20</b>	<b>15</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>20</b>	<b>100</b>

## Outcomes

A student;

EAL11-1A	responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
EAL11-1B	communicates information, ideas and opinions in familiar personal, social and academic contexts
EAL11-2	uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
EAL11-3	identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
EAL11-4	applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
EAL11-5	thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
EAL11-6	investigates and explains the relationships between texts
EAL11-7	understands and assesses the diverse ways texts can represent personal and public worlds
EAL11-8	identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
EAL11-9	reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner



## Year 11 Assessment Schedule 2024

### English Studies

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Workplace Texts Achieving through English	Writing Portfolio Who Do You Think I Am – English and the self	Yearly Examination	
<b>Timing</b>	Term 1 Week 11	Term 2 Week 8	Term 3 Week 8/9	
<b>Outcomes assessed</b>	ES11-1 ES11-2 ES11-3 ES11-4 ES11-5 ES11-6 ES11-10	ES11-1 ES11-2 ES11-3 ES11-4 ES11-5 ES11-6 ES11-7	ES11-3 ES11-4 ES11-6 ES11-7 ES11-9	
				<b>Weighting</b>
Engage personally with texts	<b>10</b>	<b>10</b>		<b>20</b>
Understand the connections between language, context and meaning	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
Respond to and compose texts	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
Students develop knowledge, understanding and skills in planning, drafting, writing and editing accurately and appropriately	<b>10</b>	<b>10</b>		<b>20</b>
<b>Total %</b>	<b>40</b>	<b>40</b>	<b>20</b>	<b>100</b>

## Outcomes

A student;

ES11-1	comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace
ES11-2	identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts and social contexts for a variety of purposes
ES11-3	gains skills in accessing, comprehending and using information to communicate in a variety of ways
ES11-4	composes a range of texts with increasing accuracy and clarity in different forms
ES11-5	develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
ES11-6	uses appropriate strategies to compose texts for different modes, mediums, audiences, contexts and purposes
ES11-7	represents own ideas in critical, interpretive and imaginative texts
ES11-8	identifies and describes relationships between texts
ES11-9	identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
ES11-10	monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

## Year 11 Assessment Schedule 2024

### English Drama

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<p><b>Performance and Workshop: Improvisation, Playbuilding and Acting</b></p> <p>Presentation of Theatrical Traditions based on workshop, logbook record of performance development, written analysis of acting technique and performance style</p>	<p><b>Presentation of Playbuilt Group Performance</b></p> <p>Presentation of performance, logbook including research and evaluation of the student's and group's development of the actor/ audience relationship</p>	<p><b>Yearly Examination (Written)</b></p> <p>The paper will consist of three sections of which students must answer two questions from different sections.</p> <p>Section 1: Improvisation, Playbuilding and Acting</p> <p>Section 2: Elements of Production in Performance</p> <p>Section 3: Theatrical Traditions and Performance Styles</p>	
<b>Timing</b>	Term 2 Week 5	Term 3 Week 1	Term 3 Week 8/9	
<b>Outcomes assessed</b>	P1.1, P1.4, P2.2, P3.1, P3.2, P3.3	P2.2, P3.1, P3.2, P3.3	P1.4, P1.8, P2.2, P2.6, P3.2, P3.3	
<b>Components</b>				<b>Weighting</b>
Making	10	20	10	<b>40</b>
Critically Studying	20		10	<b>30</b>
Performing		10	20	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Outcomes

The student:

P1.1	develops acting skills in order to adopt and sustain a variety of characters and roles
P1.4	understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
P1.8	recognises the value of individual contributions to the artistic effectiveness of the whole
P2.1	understands the dynamics of actor-audience relationship
P2.2	understands the contributions to a production of the playwright, director, dramaturg, designers, front-of-house staff, technical staff and producers
P2.4	performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
P2.6	appreciates the variety of styles, structures and techniques that can be used in making and shaping a performance
P3.1	critically appraises and evaluates, both orally and in writing, personal performances and the performances of others
P3.2	understands the variety of influences that have impacted upon drama and theatre performance styles, structures and techniques
P3.3	analyses and synthesises research and experiences of dramatic and theatrical styles, traditions and movements



# Mathematics

Mathematics Advanced

Mathematics Standard

Mathematics Extension 1



## Year 11 Mathematics Advanced Assessment Schedule 2024

### Mathematics

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Class Task  Algebra and Functions	Investigation / Assignment Task  Further Functions & Relations Trigonometry	Yearly Examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8/9	
<b>Outcomes assessed</b>	MA11-1 MA11-2 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-9	
				<b>Weighting</b>
Understanding, fluency and communication	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
Problem solving, reasoning and justification	<b>20</b>	<b>15</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

# Outcomes

A student;

MA11-1	uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
MA11-2	uses the concepts of functions and relations to model, analyse and solve practical problems
MA11-3	uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
MA11-4	uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
MA11-5	interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
MA11-6	manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
MA11-7	uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
MA11-8	uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
MA11-9	provides reasoning to support conclusions which are appropriate to the context



## Year 11 Mathematics Standard Assessment Schedule 2024

### Mathematics

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Class Task  Financial Mathematics & Algebra	Investigation / Assignment Task  Statistical Analysis	Yearly Examination Measurement M1.1, M1.3 Algebra A1, A2 Financial Mathematics F1.1 Statistical Analysis S1.2	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8/9	
<b>Outcomes assessed</b>	MS11-1 MS11-2 MS11-5 MS11-6 MS11-10	MS11-2 MS11-7 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-10	
				<b>Weighting</b>
Understanding, fluency and communication	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
Problem solving, reasoning and justification	<b>20</b>	<b>15</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Outcomes

A student;

MS11-1	uses algebraic and graphical techniques to compare alternative solutions to contextual problems
MS11-2	represents information in symbolic, graphical and tabular form
MS11-3	solves problems involving quantity measurement, including accuracy and the choice of relevant units
MS11-4	performs calculations in relation to two-dimensional figures
MS11-5	models relevant financial situations using appropriate tools
MS11-6	makes predictions about everyday situations based on simple mathematical models
MS11-7	develops and carries out simple statistical processes to answer questions posed
MS11-8	solves probability problems involving multistage events
MS11-9	uses appropriate technology to investigate, organise and interpret information in a range of contexts
MS11-10	justifies a response to a given problem using appropriate mathematical terminology and/or calculations

## Year 11 Mathematics Extension I Assessment Schedule 2024

### Mathematics

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Class Task Combinatorics and Inequalities	Investigation / Assignment Task Graphical Relationships	Yearly Examination	
<b>Timing</b>	Term 1 Week 10	Term 3 Week 1	Term 3 Week 8/9	
<b>Outcomes assessed</b>	ME11-1 ME11-2 ME11-5 ME11-7	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-7	
				<b>Weighting</b>
Understanding, fluency and communication	<b>15</b>	<b>15</b>	<b>20</b>	<b>50</b>
Problem solving, reasoning and justification	<b>20</b>	<b>15</b>	<b>15</b>	<b>50</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Outcomes

A student;

ME11-1	uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
ME11-2	manipulates algebraic expressions and graphical functions to solve problems
ME11-3	applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
ME11-4	applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
ME11-5	uses concepts of permutations and combinations to solve problems involving counting or ordering
ME11-6	uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
ME11-7	communicates making comprehensive use of mathematical language, notation, diagrams and graph

# Science

Biology

Chemistry

Investigating Science

Physics





## Year 11 Assessment Schedule 2024

### Science Biology

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Working scientifically Depth Study Ecosystem Field Trip and Ecosystem Report (Modules 3 & 4)	Practical Examination Working Scientifically Modules 1 & 2	Yearly Examination	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 8	Term 3 Week 8/9	
<b>Outcomes assessed</b>	Working Scientifically 1 4 5 6 7 K&U 10 11	Working Scientifically 1 2 3 5 6 K&U 8 9	Working Scientifically 4 5 7 K&U 8 9 10 11	
				<b>Weighting</b>
Knowledge and understanding of course content (Outcomes 8-11)	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Working Scientifically (Outcomes 1-7)	<b>20</b>	<b>25</b>	<b>15</b>	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>35</b>	<b>35</b>	<b>100</b>

## Outcomes

A student;

<b>Skills</b>	
BIO11-1	develops and evaluates questions and hypotheses for scientific investigation.
BIO11-2	designs and evaluates investigations in order to obtain primary and secondary data and information.
BIO11-3	conducts investigations to collect valid and reliable primary and secondary data and information
BIO11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.
BIO11-5	analyses and evaluates primary and secondary data and information.
BIO11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
BIO11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
<b>Knowledge and Understanding</b>	
BIO11-8	describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes (Module 1)
BIO11-9	explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms (Module 2)
BIO11-10	describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species (Module 3)
BIO11-11	analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem (Module 4)



## Year 11 Assessment Schedule 2024

### Science Chemistry

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Practical Assessment Task Module 1: Properties and Structure of Matter)	Depth Study Modules 2 & 3: Quantitative and Reactive Chemistry	Yearly Examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8/9	
<b>Outcomes assessed</b>	Working Scientifically 2 3 4 5 6 7 K&U 8	Working Scientifically 1 2 3 4 5 6 7 K&U 9	Working Scientifically 1 2 3 4 5 6 7 K&U 8 9 10 11	
				<b>Weighting</b>
Knowledge and understanding of course content  (Outcomes 8-11)	<b>5</b>	<b>15</b>	<b>20</b>	<b>40</b>
Working Scientifically (Outcomes 1-7)	<b>15</b>	<b>25</b>	<b>20</b>	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Outcomes

A student;

<b>Skills</b>	
CH11-1	questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation.
CH11-2	planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information
CH11-3	conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information
CH11-4	processing data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
CH11-5	analysing data and information: analyses and evaluates primary and secondary data and information
CH11-6	problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
CH11-7	communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>Knowledge and Understanding</b>	
CH11-8	explores the properties and trends in the physical, structural and chemical aspects of matter (Module 1)
CH11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships (Module 2)
CH11-10	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions (Module 3)
CH11-11	analyses the energy considerations in the driving force for chemical reactions (Module 4)



## Year 11 Assessment Schedule 2024

### Investigating Science

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Practical Investigations Module 1 & 2	Depth study for Assessment (DSA) Building Models	Yearly Examination	
<b>Timing</b>	Term 1 Week 3	Term 2 Week 8	Term 3 Week 8/9	
<b>Outcomes assessed</b>	Working Scientifically 1 2 3 4 5 6 7 K&U 8 9	Working Scientifically 1 2 5 6 7 K&U 10	Working Scientifically 1 2 3 4 5 6 7 K&U 8 9 10 11	
				<b>Weighting</b>
Knowledge and understanding of course content (Outcomes 8-11)	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Working Scientifically (Outcomes 1-7)	<b>15</b>	<b>25</b>	<b>20</b>	<b>60</b>
<b>Total %</b>	<b>20</b>	<b>40</b>	<b>40</b>	<b>100</b>

## Outcomes

A student;

<b>Skills</b>	
INS11-1	questioning and predicting: develops and evaluates questions and hypotheses for scientific investigation.
INS11-2	planning investigations: designs and evaluates investigations in order to obtain primary and secondary data and information
INS11-3	conducting investigations: conducts investigations to collect valid and reliable primary and secondary data and information
INS11-4	processing data and information: selects and processes appropriate qualitative and quantitative data and information using a range of appropriate medi
INS11-5	analysing data and information: analyses and evaluates primary and secondary data and information
INS11-6	problem solving: solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
INS11-7	communicating: communicates scientific understanding using suitable language and terminology for a specific audience or purpose
<b>Knowledge and Understanding</b>	
INS11-8	explores the properties and trends in the physical, structural and chemical aspects of matter (Module 1)
INS11-9	describes, applies and quantitatively analyses the mole concept and stoichiometric relationships (Module 2)
INS11-1	explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions (Module 3)
INS11-11	analyses the energy considerations in the driving force for chemical reactions (Module 4)



## Year 11 Assessment Schedule 2024

### Science Physics

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Depth Study Secondary Research & Presentation Kinematics and Dynamics Module: 1 & 2	Firsthand Investigation Practical & Report Presentation – Waves and Thermodynamics Module	Yearly Examination	
<b>Timing</b>	Term 2 Week 1	Term 2 Week 10	Term 3 Week 8/9	
<b>Outcomes assessed</b>	PH11/12-1 PH11/12-3 PH11/12-4 PH11/12-5 PH11/12-7 PH11-8 PH11-9	PH11/12-1 PH11/12-2 PH11/12-3 PH11/12-5 PH11/12-7 PH11-10	PH11/12-6 PH11/12-7 PH11-8 PH11-9 PH11-10 PH11-11	
				<b>Weighting</b>
Knowledge and understanding of course content (Outcomes 8-11)	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Working Scientifically (Outcomes 1-7)	<b>30</b>	<b>20</b>	<b>10</b>	<b>60</b>
<b>Total %</b>	<b>40</b>	<b>30</b>	<b>30</b>	<b>100</b>

## Outcomes

A student;

<b>Skills</b>	
PH11-1	develops and evaluates questions and hypotheses for scientific investigation.
PH11-2	designs and evaluates investigations in order to obtain primary and secondary data and information.
PH11-3	conducts investigations to collect valid and reliable primary and secondary data and information.
PH11-4	selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
PH11-5	analyses and evaluates primary and secondary data and information.
PH11-6	solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.
PH11-7	communicates scientific understanding using suitable language and terminology for a specific audience or purpose.
<b>Knowledge and Understanding</b>	
PH11-8	describes and analysis motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration. (Module 1)
PH11-9	describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy. (Module 2)
PH11-10	explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles. (Module 3)
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetisms. (Module 4)



# HSIE

Ancient History

Business Studies

Economics

Legal Studies

Modern History

Studies of Religion

Work Studies



## Year 11 Assessment Schedule 2024

### HSIE Ancient History

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Take Home/In class Research Essay	Historical Investigation	Yearly Examination	
<b>Timing</b>	Term 2 Week 1	Term 2 Week 9/10	Term 3 Week 8/9	
<b>Outcomes assessed</b>	AH 11-1 AH 11-2 AH 11-6 AH11-9	AH11-2 AH11-3 AH11-6 AH11-7 AH11-8 AH11-9	AH11- AH 11-4 AH 11-5 AH11-6 AH11-9 AH11-10	
				<b>Weighting</b>
Knowledge and understanding of course content	<b>20</b>		<b>20</b>	<b>40</b>
Historical skills in the analysis and evaluation of sources and interpretations		<b>5</b>	<b>15</b>	<b>20</b>
Historical inquiry and research	<b>10</b>	<b>10</b>		<b>20</b>
Communication of historical understanding in appropriate forms		<b>15</b>	<b>5</b>	<b>20</b>
<b>Total %</b>	<b>30</b>	<b>30</b>	<b>40</b>	<b>100</b>

## Outcomes

A student;

AH11-1	describes the nature of continuity and change in the ancient world
AH11-2	proposes ideas about the varying causes and effects of events and developments
AH11-3	analyses the role of historical features, individuals and groups in shaping the past
AH11-4	accounts for the different perspectives of individuals and groups
AH11-5	examines the significance of historical features, people, places, events and developments of the ancient world
AH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
AH11-7	discusses and evaluates differing interpretations and representations of the past
AH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
AH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
AH11-10	discusses contemporary methods and issues involved in the investigation of ancient history



## Year 11 Assessment Schedule 2024

### HSIE Business Studies

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Report Nature of Business	Small Business Investigation Business Management and Planning	Yearly Examination	
Timing	Term 1 Week 9	Term 3 Week 6	Term 3 Week 8/9	
Outcomes assessed	P1 P2 P6 P7 P8	P1 P3 P6 P7 P9	P3 P4 P5 P8 P9 P10	
				Weighting
Knowledge and understanding of course content	5	15	20	40
Stimulus-based skills	5	10	5	20
Inquiry and research	10	5	5	20
Communication of business information, ideas and issues in appropriate forms	5	5	10	20
Total %	25	35	40	100

## Outcomes

A student;

P1	discusses the nature of business, its role in society and types of business structure
P2	explains the internal and external influences on businesses
P3	describes the factors contributing to the success or failure of small to medium enterprises
P4	assesses the processes and interdependence of key business functions
P5	examines the application of management theories and strategies
P6	analyses the responsibilities of business to internal and external stakeholders
P7	plans and conducts investigations into contemporary business issues
P8	evaluates information for actual and hypothetical business situations
P9	communicates business information and issues in appropriate formats
P10	applies mathematical concepts appropriately in business situations



## Year 11 Assessment Schedule 2024

### HSIE Legal Studies

Task Number	Task 1	Task 2	Task 3	
Nature of Task	In class Task The Legal System	Law Reform Research and in class essay Native Title & Law in Practice	Yearly Examination	
Timing	Term 2 Week 4	Term 3 Week 4	Term 3 Week 8/9	
Outcomes assessed	P1 P2 P3 P8 P9	P1 P4 P5 P6 P8 P9	P1 P2 P3 P9 P10	
				Weighting
Knowledge and understanding of course content	10	10	20	40
Analysis and evaluation		10	10	20
Inquiry and research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	10		10	20
Total %	<b>30</b>	<b>30</b>	<b>40</b>	100

## Outcomes

A student;

P1	identifies and applies legal concepts and terminology
P2	describes the key features of Australian and international law
P3	describes the operation of domestic and international legal systems
P4	discusses the effectiveness of the legal system in addressing issues
P5	describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change
P6	explains the nature of the interrelationship between the legal system and society
P7	evaluates the effectiveness of the law in achieving justice
P8	locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents
P9	communicates legal information using well-structured responses
P10	accounts for differing perspectives and interpretations of legal information and issues



## Year 11 Assessment Schedule 2024

### HSIE Modern History

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research Essay Investigating History	Historical Investigation	Yearly Examination	
Timing	Term 2 Week 2	Term 2 Week 10	Term 3 Week 8/9	
Outcomes assessed	MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-7 MH11-9	MH11-4 MH11-5 MH11-6 MH11-8 MH11-9 MH11-10	MH11-1 MH11-2 MH11-3 MH11-4 MH11-5 MH11-6 MH11-7 MH11-8 MH11-9	
				Weighting
Knowledge and understanding of course content	5	5	30	40
Historical skills in the analysis and evaluation of sources and interpretations		10	10	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	10	10		20
Total %	25	35	40	100



## Outcomes

A student;

MH11-1	describes the nature of continuity and change in the modern world
MH11-2	proposes ideas about the varying causes and effects of events and developments
MH11-3	analyses the role of historical features, individuals, groups and ideas in shaping the past
MH11-4	accounts for the different perspectives of individuals and groups
MH11-5	examines the significance of historical features, people, ideas, movements, events and developments of the modern world
MH11-6	analyses and interprets different types of sources for evidence to support an historical account or argument
MH11-7	discusses and evaluates differing interpretations and representations of the past
MH11-8	plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
MH11-9	communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
MH11-10	discusses contemporary methods and issues involved in the investigation of modern history



## Year 11 Assessment Schedule 2024

### HSIE Society & Culture

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Research, PowerPoint / Oral Presentation	Mini PIP	Yearly Examination	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8/9	
Outcomes assessed	P1 P3 P6 P9 P10	P1 P2 P3 P5 P8 P10	P1 P3 P4 P7 P8 P9	
				Weighting
Knowledge and understanding of course content	20	10	20	50
Application and evaluation of social and cultural research methods	5	20	5	30
Communication of information, ideas and issues in appropriate forms	5	10	5	20
Total %	30	40	30	100

## Outcomes

A student;

P1	identifies and applies social and cultural concepts
P2	describes personal, social and cultural identity
P3	identifies and describes relationships and interactions within and between social and cultural groups
P4	identifies the features of social and cultural literacy and how it develops
P5	explains continuity and change and their implications for societies and cultures
P6	differentiates between social and cultural research methods
P7	selects, organises and considers information from a variety of sources for usefulness, validity and bias
P8	plans and conducts ethical social and cultural research
P9	uses appropriate course language and concepts suitable for different audiences and contexts
P10	communicates information, ideas and issues using appropriate written, oral and graphic form



## Year 11 Assessment Schedule 2024

### HSIE Studies of Religion

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Religion of Ancient Origin Research Multimedia Task	Religious Tradition Study Research / in class essay tasks	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8/9	
Outcomes assessed	P1 P2 P6 P7 P8 P9	P3 P4 P5 P6 P7 P8 P9	P1 P2 P4 P5 P8 P9	
				Weighting
Knowledge and understanding of course content	10	10	20	40
Source-based skills		10	10	20
Investigation and research	15	5		20
Communication of information, ideas and issues in appropriate forms	5	5	10	10
Total %	30	30	40	100

## Outcomes

A student;

P1	describes the characteristics of religion and belief systems
P2	identifies the influence of religion and belief systems on individuals and society
P3	investigates religious traditions and belief systems
P4	examines significant aspects of religious traditions
P5	describes the influence of religious traditions in the life of adherents
P6	selects and uses relevant information about religion from a variety of sources
P7	undertakes effective research about religion, making appropriate use of time and resources
P8	uses appropriate terminology related to religion and belief systems
P9	effectively communicates information, ideas and issues using appropriate written, oral and graphic forms

# PE

Community and Family Studies

Personal Development, Health and Physical Education

Sport Lifestyle and Recreation



## Year 11 Assessment Schedule 2024

### Community and Family Studies

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Video Analysis	Families and Communities In Class Response	Yearly Examination	
<b>Timing</b>	Term 1 Week 8	Term 2 Week 8	Term 3 During Examination Weeks	
<b>Outcomes assessed</b>	P1.1 P1.2 P3.2 P4.1 P4.2 P5.1 P6.1	P1.1 P1.2 P2.2 P2.4 P3.1 P3.2 P4.1 P6.1	P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P4.2, P5.1, P6.1, P6.2	
				<b>Weighting</b>
Knowledge and understanding of how the following impact on wellbeing: <ul style="list-style-type: none"> <li>● Resource management</li> <li>● Positive relationships</li> <li>● Societal factors</li> <li>● Nature of groups, families and communities</li> </ul>	<b>10</b>	<b>20</b>	<b>10</b>	<b>40</b>
Skills in: <ul style="list-style-type: none"> <li>- Applying management processes to meet the needs of individuals, groups, families and communities</li> <li>-Planning to take responsible action to promote wellbeing</li> </ul>	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
Knowledge and understanding about research methodology and skills in researching, critical thinking, analysing and communicating.	<b>10</b>	<b>10</b>	<b>10</b>	<b>30</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

## Outcomes

A student;

P1.1	Describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals.
P1.2	Proposes effective solutions to resource problems.
P2.1	Accounts for the roles and relationships that individuals adopt within groups.
P2.2	Describes the role of the family and other groups in the socialisation of individuals.
P2.3	Examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.
P2.4	Analyses the interrelationships between internal and external factors and their impact on family functioning.
P3.1	Explains the changing nature of families and communities in contemporary society.
P3.2	Analyses the significance of gender in defining roles and relationships.
P4.1	Utilises research methodology appropriate to the study of social issues.
P4.2	Presents information in written, oral and graphic form.
P5.1	Applies management processes to maximise the efficient use of resources.
P6.1	Distinguishes those actions that enhance wellbeing.
P6.2	Uses critical thinking skills to enhance decision making.



## Year 11 Assessment Schedule 2024

### Sport, Lifestyle and Recreation

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Athletics Practical Task	Sports Coaching Research Task	Games and Sports Practical & Program Design	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 9	
<b>Outcomes assessed</b>	1.1 3.1. 4.4	1.3 2.1 3.2 4.2	1.1 3.1 3.2 4.1	
				<b>Weighting</b>
Knowledge and understanding of:  -Physical, social, emotional, behavioural, cognitive and language development of young children  -Environmental factors that have an impact upon young children's growth and development  -Development and maintenance of positive behaviours and relationships with young children	<b>15</b>	<b>15</b>	<b>15</b>	<b>45</b>
Skills in:  • Communication and interaction • Research and analysis	<b>15</b>	<b>10</b>	<b>15</b>	<b>40</b>
Decision making, evaluation and reflective thinking	<b>5</b>	<b>5</b>	<b>5</b>	<b>15</b>
<b>Total %</b>	<b>35</b>	<b>30</b>	<b>35</b>	<b>100</b>

## Outcomes

A student;

1.1	Applies the rules and conventions that relate to participation in a range of physical activities.
1.2	Explains the relationship between physical activity, fitness and healthy lifestyle.
1.3	Demonstrates ways to enhance safety in physical activity.
1.4	Investigates and interprets the patterns of participation in sport and physical activity in Australia.
1.5	Critically analyses the factors affecting lifestyle balance and their impact on health status.
1.6	Describes administrative procedures that support successful performance outcomes.
2.1	Explains the principles of skill development and training.
2.2	Analyses the fitness requirements of specific activities.
2.3	Selects and participates in physical activities that meet individual needs, interests and abilities.
2.4	Describes how societal influences impact on the nature of sport in Australia.
2.5	Describes the relationship between anatomy, physiology and performance.
3.1	Selects appropriate strategies and tactics for success in a range of movement contexts.
3.2	Designs programs that respond to performance needs.
3.3	Measures and evaluates physical performance capacity.
3.4	Composes, performs and appraises movement.
3.5	Analyses personal health practices.
3.6	Assesses and responds appropriately to emergency care situations.
3.7	Analyses the impact of professionalism in sport.
4.1	Plans strategies to achieve performance goal.
4.2	Demonstrates leadership skills and a capacity to work cooperatively in movement context.
4.3	Makes strategic plans to overcome the barriers to personal and community health.
4.4	Demonstrates competence and confidence in movement contexts.
4.5	Recognises the skills and abilities required to adopt roles that support health, safety and physical activity.



## Year 11 Assessment Schedule 2024

### Personal Development, Health and Physical Education

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Better Health for Individuals Report	Body in Motion In Class Response	Yearly Examination	
<b>Timing</b>	Term 1 Week 9	Term 2 Week 9	Term 3 During Examination Weeks	
<b>Outcomes assessed</b>	P1 P2 P3 P4 P16	P7 P8 P9	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11 P12 P14 P15 P16 P17	
				<b>Weighting</b>
Knowledge and understanding of: <ul style="list-style-type: none"> <li>● Factors that affect health</li> <li>● The way the body moves</li> </ul>	<b>15</b>	<b>10</b>	<b>10</b>	<b>35</b>
Skills in: <ul style="list-style-type: none"> <li>● Influencing personal and community health</li> <li>● Taking action to improve participation and</li> </ul>	<b>10</b>	<b>20</b>	<b>10</b>	<b>40</b>

performance in physical activity				
Skills in critical thinking, research and analysis	<b>10</b>	<b>5</b>	<b>10</b>	<b>25</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## Outcomes

A student;

P1	Identifies and examines why individuals give different meanings to health.
P2	Explains how a range of health behaviours affect an individual's health.
P3	Describes how an individual's health is determined by a range of factors.
P4	Evaluates aspects of health over which individuals can exert some control.
P5	Describes factors that contribute to effective health promotion.
P6	Proposes actions that can improve and maintain an individual's health.
P7	Explains how body systems influence the way the body moves.
P8	Describes the components of physical fitness and explains how they are monitored.
P9	Describes biomechanical factors that influence the efficiency of the body in motion.
P10	Plans for participation in physical activity to satisfy a range of individual needs.
P11	Assesses and monitors physical fitness levels and physical activity patterns.
P12	Demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1).
P13	Develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2).
P14	Demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4)
P15	Forms opinions about health-promoting actions based on a critical examination of relevant information.
P16	Uses a range of sources to draw conclusions about health and physical activity concepts.
P17	Analyses factors influencing movement and patterns of participation.

# TAS

Design & Technology



## Year 11 Assessment Schedule 2024

### TAS Design and Technology

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Australian designer report	Sustainability project	Yearly Examination	
<b>Timing</b>	Term 1 Week 7	Term 3 Week 6	Term 3 Week 8/9	
<b>Outcomes assessed</b>	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 P4.3 P6.1	
				<b>Weighting</b>
Knowledge and understanding of course content	<b>10</b>	<b>10</b>	<b>20</b>	<b>40</b>
Knowledge and skills in designing, managing, producing and evaluating design projects	<b>20</b>	<b>30</b>	<b>10</b>	<b>60</b>
<b>Total %</b>	<b>30</b>	<b>40</b>	<b>30</b>	<b>100</b>

# Outcomes

A student;

P1.1	examines design theory and practice, and considers the factors affecting designing and producing in design projects
P2.1	identifies design and production processes in domestic, community, industrial and commercial settings
P2.2	explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects
P3.1	investigates and experiments with techniques in creative and collaborative approaches in designing and producing
P4.1	uses design processes in the development and production of design solutions to meet identified needs and opportunities
P4.2	uses resources effectively and safely in the development and production of design solutions
P4.3	evaluates the processes and outcomes of designing and producing
P4.3	evaluates the processes and outcomes of designing and producing
P5.2	communicates ideas and solutions using a range of techniques
P5.3	uses a variety of research methods to inform the development and modification of design ideas
P6.1	investigates a range of manufacturing and production processes and relates these to aspects of design projects
P6.2	evaluates and uses computer-based technologies in designing and producing

# CAPA

Music

Visual Arts





## Year 11 Assessment Schedule 2024

### CAPA Music

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	<b>Performance and Viva Voce</b> Topic: Blues	<b>Composition Portfolio and Aural Analysis</b> Topic: Jazz	<b>Yearly Examination Performance and Aural Skills</b>	
<b>Timing</b>	Term 1 Week 10	Term 2 Week 10	Term 3 Week 8/9	
<b>Outcomes assessed</b>	P1 P5 P6 P7 P9 P10	P3 P4 P5 P6 P7 P8 P10 P11	P1 P4 P6 P9 P10 P11	
				<b>Weighting</b>
<b>Performance</b>	<b>10</b>		<b>15</b>	<b>25</b>
<b>Composition</b>		<b>25</b>		<b>25</b>
<b>Musicology</b>	<b>25</b>			<b>25</b>
<b>Aural</b>		<b>10</b>	<b>15</b>	<b>25</b>
<b>Total %</b>	<b>35</b>	<b>35</b>	<b>30</b>	<b>100</b>

## Outcomes

A student;

P1	performs music that is characteristic of the topics studied
P2	observes, reads, interprets and discusses simple musical scores characteristic of topics studied
P3	improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied
P4	recognises and identifies the concepts of music and discusses their use in a variety of musical styles
P5	comments on and constructively discusses performances and compositions
P6	observes and discusses concepts of music in works representative of the topics studied
P7	understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied
P8	identifies, recognises, experiments with and discusses the use of technology in music
P9	performs as a means of self-expression and communication
P10	demonstrates a willingness to participate in performance, composition, musicology and aural activities
P11	demonstrates a willingness to accept and use constructive criticism



## Year 11 Assessment Schedule 2024

### CAPA Visual Arts

Task Number	Task 1	Task 2	Task 3	
<b>Nature of Task</b>	Self-Identity	Modernism	Yearly Examination	
<b>Timing</b>	Term 1 Week10	Term 3 Week 3	Term 3 Week 8/9	
<b>Outcomes assessed</b>	P1 P3 P5 P7 P9 P10	P1 P3 P5 P6 P8 P9	P2 P3 P5 P6 P7 P8 P9	
				<b>Weighting</b>
Knowledge, skills and understanding of how they may represent their interpretations of the world in artmaking as an informed point of view.	<b>25</b>	<b>25</b>		<b>50</b>
Knowledge, skills and understanding of how they may represent an informed point of view about the visual arts in their critical and historical accounts.	<b>20</b>	<b>20</b>	<b>10</b>	<b>50</b>
<b>Total %</b>	<b>45</b>	<b>45</b>	<b>10</b>	<b>100</b>

## Outcomes

A student;

P1	explores the conventions of practice in artmaking
P2	explores the roles and relationships between the concepts of artist, artwork, world and audience
P3	identifies the frames as the basis of understanding expressive representation through the making of art
P4	investigates subject matter and forms as representations in artmaking
P5	investigates ways of developing coherence and layers of meaning in the making of art
P6	explores a range of material techniques in ways that support artistic intentions
P7	explores the conventions of practice in art criticism and art history
P8	explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art
P9	identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
P10	explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

# VET

Hospitality Food and Beverage

Retail Services

## Vocational Education Courses



Education

Hospitality  
Qualification: SIT20322 Certificate II in Hospitality  
Cohort 2024 - 2025  
Training Package SIT Tourism, Travel and Hospitality

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

School Name: Bankstown Girls High School

Assessment Schedule Year 11 - 2024

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

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

\* Examinable units to be confirmed by teacher.

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



Education

Hospitality  
Qualification: SIT20322 Certificate II in Hospitality  
Cohort 2024 - 2025  
Training Package SIT Tourism, Travel and Hospitality

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

School Name: Bankstown Girls High School

Assessment Schedule Year 12 - 2025

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 3 The hospitality industry	Task 4 Beverage making 101	Task 5 Working 9 to 5	HSC TRIAL EXAM
Code	Unit of Competency	Week Term Date	Week Term Date	Week Term Date	Week 4-5 Term 3 Date tbc
SITHIND006	Source and use information on the hospitality industry	X			
SITHFAB024	Prepare and serve non-alcoholic beverages		X		
SITHFAB025	Prepare and serve espresso coffee		X		
SITHFAB027	Serve food and beverages		X		
BSBTWK201	Work effectively with others			X	
SITHIND007	Use hospitality skills effectively			X	

Depending on the achievement of units of competency, the possible qualification outcome is a SIT20322 Certificate II in Hospitality.

For students sitting the optional HSC exam, an estimated mark is required. This mark will be calculated using Year 11 and Trial exams and 40% Preliminary 60% HSC Trial.

\* Examinable units to be confirmed by teacher.

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

# Retail Services

Course: Retail Services

RTO - Ultimo RTO 90072 Department of Education



Qualification: SIR30216 Certificate III in Retail (Release 4)

Cohort: 2024 – 2025

Training Package: SIR Retail Services (Release 7.0)

School Name: Bankstown Girls High School \_\_\_\_\_

Assessment Schedule Year 11 2024

Assessment Tasks for SIR30216 Certificate III in Retail		Task 1	Task 2	Task 3
		Safety and Spotless	Working in the Industry	Customer Service
		Week	Week	Week
Code	Unit of Competency	Term 1	Term 1-2	Term 2-3
		Date	Date	Date
SIRWHS002	Contribute to workplace health and safety	X		
SIRXIND002	Organise and maintain a store environment	X		
SIRXIND001	Work effectively in a service environment		X	
SIRXCOM002	Work effectively in a team		X	
SIRXCEG001	Engage the customer			X
SIRXCEG002	Assist with customer difficulties			X
SIRXCEG003	Build customer relationships and loyalty			X

EXAM (Optional)
Week 9-10
Term 3
Date tbc

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.

\* 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".

Course: Retail Services

RTO - Ultimo RTO 90072 Department of Education



Qualification: SIR30216 Certificate III in Retail (Release 4)

Cohort: 2024 – 2025

Training Package: SIR Retail Services (Release 7.0)

School Name: Bankstown Girls High School \_\_\_\_\_

Assessment Schedule Year 12 2025

Assessment Tasks for SIR30216 Certificate III in Retail		Task 4	Task 5	Task 6
		Sales and Security	Retail General Selling	Stock Control
		Week	Week	Week
Code	Unit of Competency	Term 4-5	Term 5-6	Term 7
		Date	Date	Date
SIRXSL001	Sell to the retail customer	X		
SIRXSL002	Follow point of sale procedures	X		
SIRXRSK001	Identify and respond to security risks	X		
SIRRMER001	Produce visual merchandise displays		X	
SIRXPDK001	Advise on products and services		X	
SIRRINV002	Control stock			X
SIRRINV001	Receive and handle retail stock			X

EXAM (Optional)
Week 4-5
Term 3
Date tbc

Depending on the achievement of units of competency, the possible qualification outcome is a SIR30216 Certificate III in Retail.

The exam will be confirmed by your teacher. This exam may be used for NESA reporting requirements.

\* 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".



# Assessment Planner

	Term 1	Term 2
<b>Week 1</b>		
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		
<b>Week 7</b>		
<b>Week 8</b>		
<b>Week 9</b>		
<b>Week 10</b>		
<b>Week 11</b>		Term 2 is a 10 week term

	Term 3	Term 4 HSC Work
<b>Week 1</b>		
<b>Week 2</b>		
<b>Week 3</b>		
<b>Week 4</b>		
<b>Week 5</b>		
<b>Week 6</b>		
<b>Week 7</b>		
<b>Week 8</b>		
<b>Week 9</b>		
<b>Week 10</b>		
<b>Week 11</b>	Term 3 is a 10 week term	

# Self-Assessment

## Record of my progress – Self Evaluation

	Individual work – How well I did?								In group work – How well I did?							
	T1	T1	T2	T2	T3	T3	T4	T4	T1	T1	T2	T2	T3	T3	T4	T4
<b>Respectful Learner</b>																
Listen to staff																
Bring my equipment to each lesson																
Contribute to each lesson																
Listen to others																
Explain ideas																
Encourage others																
Do a fair share of work																
<b>Active Learner</b>																
Bring my equipment to each lesson																
Bring work / items needed for groupwork																
Concentrates on tasks																
Completes the task																
Use my homework diary																
Revise classwork																
Plan my assignments / homework																
Make sure my assignments are good quality																
<b>Safe Learner</b>																
Follows Instructions																
Stays on task																
Helps organise the group																
Watch out for others																

### Rating System

1 – I usually do this well

2 – I have improved in this area

3 – I need to work on this

4 – I rarely do this