



WARIALDA HIGH SCHOOL



YR 11 ASSESSMENT BOOKLET 2024





**The subjects I am undertaking in my
Preliminary Year 2024:**

Subject	Teacher

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INTRODUCTION

This booklet outlines:

- the requirements for satisfactory completion of Preliminary courses
- what school assessment is
- the assessment process
- assessment task procedures
- specific information for vocational courses

Provides:

- the 2024 Preliminary Assessment Schedule
- individual course assessment information and schedules
- a copy of the Assessment Variation Form
- Assessment Notification options

PRELIMINARY COURSE REQUIREMENTS

To be eligible for the award of the Preliminary portion of a HSC, students must satisfactorily complete the NESA requirements for courses studied at least to the value of the minimum number of mandated units. For satisfactory completion of a course, a student must:

- follow the course developed or endorsed by NESA
- apply themselves with diligence and sustained effort to the tasks and experiences provided by the school
- achieve some or all of the course outcomes
- complete assessment tasks which contribute more than 50% of the total Assessment Mark for that course

A student at risk of not satisfactorily completing a course will be warned by means of official N-Determination warning letters. The school is obliged to provide at least two such warning letters in time for the student to redeem their situation. Warning letters will identify the cause of the risk and will provide advice as to how the student can rectify the issue.

WHAT IS SCHOOL ASSESSMENT?

School Assessment is an essential part of any Stage 6 Course. It allows students to demonstrate their achievements throughout the year and in alternative ways to a single, final exam.

The purpose of the assessment process is to:

- assist student learning
- assess student achievement
- provide evidence of satisfactorily completion of a course

The assessment process lessens the pressure on students, during the senior years of schooling, by providing several forms of measurement of performance over a period of time. It does not rely upon interest, attitudes or conduct of a student; however, these factors invariably will affect a student's performance.

THE ASSESSMENT PROCESS

Students will find within this book an assessment schedule for each subject, setting out:

- syllabus component areas and their weightings as defined in each course syllabus.
- the timing and weighting of each task.
- the course outcomes to be assessed in each task.
- the type of assessment task set; eg practical work, essay, test, research or oral presentation.

To achieve the best possible assessment mark, students should:

- carefully study the marking criteria and weightings issued for each task.
- produce quality works in all tasks.
- complete tasks by due dates.
- plan time to give equal effort to all subjects.
- ask for help when needed.

At the end of each task, students will be given a mark. Any concerns about this mark should be discussed with the class teacher and head teacher concerned immediately.

ASSESSMENT TASK PROCEDURES

a) Notification of Tasks

Teachers provide at least two weeks written notice of each assessment task. The task outline will include:

- the course outcomes that are to be assessed.
- date due and weighting of the task.
- an explicit explanation of the task.
- the criteria that will be used to mark the task.
- the marking scheme that will be used.

This notification should be on Assessment Task Notification form (Appendix 2)

Following any absence, it is the student's responsibility to check with the teacher for information regarding any assessment task that may have been issued during the absence.

b) Submission of tasks

The time of submission of a task is 8:45am unless otherwise stated in the written notification.

It is the student's responsibility to ensure that any electronic copies of tasks are easily accessible. (Files that can be opened with the programs on the current image of DER laptops will be the only ones deemed easily accessible; submission of tasks for websites such as Glogster, Animoto etc should be negotiated with the class teacher.)

Submission of tasks can be done in two ways

1. By handing to the class teacher. If for any reason the teacher is unavailable, submit the task to the appropriate head teacher, the deputy principal or principal. **Do not leave a task on a teacher's desk.**
2. By email. However, this option should only be used in consultation with the class room teacher and it is the responsibility of the students to ensure that the email has been received by requesting a receipt for the email.

Administration staff are not responsible for accepting assessment tasks.

It is recommended that a student retains a copy of their work.

c) Non Submission of Assessment tasks

For all Board Developed Courses (except VET courses and Life Skills courses) the Board requires all students to follow an assessment program and have an assessment mark submitted.

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

A student who does not comply with the assessment requirements and receives a **non-completion determination** in a course will have neither an assessment mark nor an examination mark awarded for that course.

Students will also be placed on the Non Mandatory Excursion list , "No go" list. This excludes them from participating in extracurricular events until the task is competed and submitted.

When a task is more than five days late and there has been no successful appeal, the teacher in conjunction with the head teacher will send home an official N Warning letter.

d) Late Submissions of Tasks

If a student submits a task late and without a VOA and Doctor's Certificate, the student will receive an unsatisfactory grade for that task and no marks awarded.

Although marks will not provided for this task, the task must still be submitted and will be marked.

Should a student wish to appeal such a penalty, an Assessment Appeal Form (available at the office) is to be completed. Successful appeals may require the student to complete the task or an alternative as soon as practicable.

Acceptable grounds for appeal include illness, bereavement and unavoidable appointments.

Unacceptable grounds may include work or other course commitments.

Failure of technology (eg. Unable to print, file unable to be opened by programs on school computers, email not received) is also not an acceptable ground for appeal.

e) Planned absence on the day that a task is due or that an in-class task is scheduled

For a take-home task, every reasonable effort to submit the task early or have it submitted on your behalf is expected.

Application for a variation in the assessment schedule by means of an Assessment Variation Form is **essential prior** to the absence.

f) Absence due to illness or misadventure on the day an in-class assessment task is scheduled

If a student misses an assessment task due to illness or mis-adventure, they need to contact their class teacher as soon as possible and complete an *Assessment Variation Form*. This form is submitted, with relevant documentation, to the Principal for consideration as soon as practicable. Examples of illness or misadventure are:

- Serious illness (letter from parent/carer, doctor's certificate)
- An accident preventing attendance (police report, letter from parent/carer)
- Death in the family (letter from parent/carer)

The task, or an alternative, must be completed as soon as practicable (as negotiated). Failure to do so will incur the awarding of unsatisfactory for the task.

In the case that unforeseen circumstances such as, but not limited to, fire, flood or death of a staff member, students may be required to re-sit or re-submit tasks. It is therefore recommended that students retain copies of completed assessments in the unlikely event that students are asked to re-submit a task due to a school misadventure.

When a task is more than five days late without successful appeal, the teacher in conjunction with the Head Teacher will send home an official N Determination warning letter. The student will receive a mark of zero for the purpose of assessment, but will still be required to make a serious attempt at the task to the best of their ability. The task will then be marked with the result recorded, but the official assessment mark of zero will stand.

g) Malpractice

Malpractice includes:

- cheating (or an attempt to cheat)
- claiming another's work as your own (this includes unacknowledged material from internet sites)
- allowing other students to copy your work
- truancy or absence from classes for the purpose of completing tasks or studying for a task
- misuse of electronic devices under exam conditions e.g. phones, MP3 players
- deliberately disrupting an assessment task

Where malpractice is deemed to affect part of a task, a mark of zero for that part of the task may be awarded. The other aspects of the task should be marked in accordance with the marking criteria for that task.

A non-serious attempt at an assessment task may result in a mark of zero for that task.

Completing only the multiple choice section of an exam is not considered a serious attempt at the exam.

h) Variation to an Assessment Schedule instigated by the teacher

Should there be any variation to the published Assessment Schedule, students can expect two weeks written notice.

i) Appealing the assessment mark awarded

If a student considers that he / she has been unfairly disadvantaged by an assessment decision, they must:

- discuss the matter with the course teacher and head teacher
- if dissatisfied with the decision at this level, lodge an appeal on the Assessment Appeal Form (available at the office) to the Principal. An appeal must contain all of the evidence in support of the claim.

VOCATIONAL EDUCATION

a) Complaints and grievance procedures

A complaint, grievance or allegation can be made orally or in writing. If oral, it may need to be put in writing and assistance will be provided if needed (a form is available from the front office on request). There are no associated fees for this service.

It is preferable but not essential that it includes the complainant's name and signature. Note that a complaint that would normally proceed by the negotiation procedure cannot if the complaint is anonymous or if the complainant requests that their identity be withheld.

A complaint, grievance or allegation can be made to, a teacher, vocational coordinator, head teachers, deputy principal or principal.

These will be handled according to the departmental policy.

Timeframes

The complainant will have received a formal response within five days. If further action is considered necessary, then the normal departmental timeframes will apply (see – Responding to Complaints and Allegations April 2001).

b) **Appeals**

A student may appeal any assessment procedure on the ground of process.

c) **Recognition of prior learning (RPL)**

Any student may apply for RPL. Students should discuss their intentions to apply for RPL with their teacher and VET Coordinator, who will facilitate the process.

Students who wish to apply for RPL should bring any appropriate documentation with them that backs up their case.

Teachers, at their discretion can give students mastery tests in the absence of appropriate paperwork.

ASSESSMENT TASK SUMMARY TABLE

The exam times are set in the school calendar and will not be changed.

Take note of these weeks as exams take precedence over all other school or training events.

Note that Work Placement dates are yet to be confirmed. If an assessment task is scheduled during a Work Placement period, students will be required to apply for a variation in the assessment schedule by means of an Assessment Variation Form prior to the Work Placement period.

Traineeships work days should not be scheduled within exam weeks until the exam timetable has been published and it can be ascertained that no exam coincides with the work scheduled. Work hours for a traineeship, apprenticeship or Voc. Ed. course are not acceptable grounds for rescheduling of exams.

Best efforts should be made to ensure TAFE is aware of prior commitments during exam weeks and alternate arrangements made during these weeks.

Due to changes in Syllabus requirements some assessments may be rescheduled to reflect the new requirements.

Please keep this booklet with you until these amendments are finalised.

Warialda High School Preliminary Assessment Booklet 2024

ASSESSMENT TASK SUMMARY TABLE

TERM	WEEK	WEEK STARTING	SUBJECT
1 2024	1	29 th January	Eastern Zone starts school on Tuesday 30 th January for Staff only
	2	5 th February	Western Zone starts school on Tuesday 6 th February for Staff only
	3	12 th February	
	4	19 th February	
	5	26 th February	
	6	4 th March	
	7	11 th March	
	8	18 th March	Mathematics Advanced, Mathematics Standard, Numeracy, Modern History
	9	25 th March	Good Friday 29 th March (Public Holiday) English Standard, English Studies, SLR
	10	1 st April	Easter Monday 1 st April (Public Holiday) Design and Technology, English Advanced, Geography
	11	8 th April	Visual Arts, PDHPE, Business Services

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TERM	WEEK	WEEK STARTING	SUBJECT
2 2024	1	29 th April	
	2	6 th May	Agriculture, Biology
	3	13 th May	
	4	20 th May	
	5	27 th May	Business Services Work Placement
	6	3 rd June	
	7	10 th June	King's Birthday 10 th June (Public Holiday) Numeracy, SLR
	8	17 th June	Mathematics Advanced, Mathematics Standard, PDHPE
	9	24 th June	English Advanced, English Standard, Geography, Modern History, Hospitality-Cookery
	10	1 st July	Agriculture, Design and Technology, English Studies, Visual Arts, Business Services

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TERM	WEEK	WEEK STARTING	SUBJECT
3 2024	1	22 nd July	
	2	29 th July	
	3	5 th August	
	4	12 th August	Biology, Hospitality-Cookery
	5	19 th August	Hospitality Cookery Work Placement
	6	26 th August	
	7	2 nd September	Numeracy
	8	9 th September	
	9	16 th September	ASSESSMENT FREE WEEK
	10	23 rd September	Yearly Examinations: Agriculture, Biology, Business Services, Design and Technology, English Advanced, English Standard, Geography, Hospitality- Cookery, Mathematics Advanced, Mathematics Standard, Modern History, PD/H/PE, SLR, Visual Arts Tasks: English Studies, Business Services

INDIVIDUAL SUBJECT ASSESSMENT SCHEDULES

Agriculture

Task Number	Task 1	Task 2	Task 3	
Unit Assessed/Nature of Task	Animal growth and nutrition trial	Farm case study presentation and written response	Yearly examination	Weighting %
Timing	Term 2, Week 2	Term 2, Week 10	Term 3, Exam Week	
Outcomes Assessed	P1.2, P2.2, P4.1	P1.1, PP2.3, 3.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1	
Components				
Knowledge and understanding.	10	10	20	40
Knowledge and skills.	5	15	20	40
Skills in research, experimentation and communication.	15	5		20
Total %	30	30	40	100

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Biology

Task Number	Task 1	Task 2	Task 3	Weighting %
Unit Assessed/Nature of Task	Practical Investigation	Depth Study Presentation	Yearly Examination	
Timing	Term 2, Week 2	Term 3, Week 4	Term 3, Exam Week	
Outcomes Assessed	BIO11/12: 1,2,3,7,8,9,10	BIO11/12: 1,4,5,6,7,8,9,10	BIO11/12: 4,5,6,7,8,9,10,11	
Components				
Skills in working scientifically.	20	20	20	60
Knowledge and understanding.	10	10	20	40
Total %	30	30	40	100

Design and Technology

Task Number	Task 1	Task 2	Task 3	
Unit Assessed/Nature of Task	Designer Case Study	Yr 11 Project	Yearly examination	Weighting %
Timing	Term 1, Week 10	Term 2, Week 10	Term 3, Exam Week	
Outcomes Assessed	EA11-1, EA11-3, EA11-5, EA11-9	EA11-2, EA11-6, EA11-7, EA11-8	EA11-1, EA11-4, EA11-5, EA11-8	
Components				
Knowledge and understanding of course content.	20	5	15	40
Knowledge and skills in designing, managing, providing and evaluating design projects.	20	35	5	60
Total %	40	40	20	100

English Advanced

Task Number	Task 1	Task 2	Task 3	
Unit Assessed/Nature of Task	Body of Work Collection with Reflection Common Module: Reading to Write	Multimodal Presentation Module A:	Yearly examination Common Module Module A Module B	Weighting %
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Exam Week	
Outcomes Assessed	EA11-1, EA11-3, EA11-5, EA11-9	EA11-2, EA11-6, EA11-7, EA11-8	EA11-1, EA11-4, EA11-5, EA11-8	
Components				
Knowledge and understanding of course content.	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes.	20	15	15	50
Total %	40	30	30	100

English - Standard

Task Number	Task 1	Task 2	Task 3	
Unit Assessed/Nature of Task	Body of Work Collection with reflection Reading to Write	Multimodal Presentation Close Study of Literature	Yearly Examination	Weighting %
Timing	Term 1, Week 9	Term 2, Week 9	Term 3, Exam Week	
Outcomes Assessed	EN11-3, 7, 8, 9	EN11-1, 2, 5	EN11-3, 4, 6	
Components				
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	15	20	50
Total %	30	35	35	100

English Studies

Task Number	Task 1	Task 2	Task 3	
Unit Assessed/Nature of Task	Written Report Mandatory Module: Achieving through English	Multimodal presentation	Collection of Classwork All modules	Weighting %
Timing	Term 1, Week 9	Term 2, Week 10	Term 3, Week 10	
Outcomes Assessed	ES11: 1, 4, , 6	ES11: 2, 6, 7, 8	ES11: 1, 3, 4, 5, 7, 9, 10.	
Components				
Knowledge and understanding of course content.	15	15	20	50
Skills in: <ul style="list-style-type: none"> • comprehending texts • communicating ideas • using language accurately, appropriately and effectively 	15	15	20	50
Total %	30	30	40	100

Geography

Task Number	Task 1	Task 2	Task 3	
Unit Assessed/Nature of Task	Research and Presentation Earth's Natural Systems	Geographical Investigation People Patterns and Processes	Yearly Examination	Weighting %
Timing	Term 1, Week 10	Term 2, Week 9	Term 3, Exam Week	
Outcomes Assessed	GE-11-02, GE-11-05, GE-11-06, GE-11-07	GE-11-01, GE-11-02, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09	GE-11-02, GE-11-03, GE-11-07, GE-11-08, GE-11-09.	
Components				
Knowledge and understanding of course content.	5	15	20	40
Geographical skills and tools	5	5	10	20
Geographical inquiry and research, including fieldwork	5	10	5	20
Communication of geographical information, ideas and issues in appropriate form	5	10	5	20
Total %	20	40	40	100

Mathematics Advanced

Task Number		Task 1	Task 2	Task 3	Weighting %
Unit Assessed/Nature of Task		Class Test	Assignment/Investigation	Yearly Examination	
Timing		Term 1, Week 8	Term 2, Week 8	Term 3, Exam Week	
Outcomes Assessed		MA11-1, MA11-2, MA11-3	MA11-2, MA11-4, MA11-6, MA11-8, MA11-9,	All Outcomes	
Components					
Syllabus Components	Concepts, skills, and techniques.	20	10	20	50
	Reasoning and communication.	10	20	20	50
Total %		30	30	40	100

Mathematics Standard

Task Number		Task 1	Task 2	Task 3	Weighting %
Unit Assessed/Nature of Task		Open Book Class Test Topics: F1.2, A1	Assignment/ Investigation Topics: M1.1, M1.2, S2	Yearly Examination Topics: F1.1, F1.2, A1, A2, S1, S2, M1, M2	
Timing		Term 1, Week 8	Term 2, Week 8	Term 3, Exam Week	
Outcomes Assessed		MS11: 1, 2, 5, 6, 9, 10	MS11: 3, 4, 6, 8, 9, 10	MS11: 1 to 10	
Component					
Syllabus Components	Understanding, fluency and communicating.	15	15	20	50
	Problem solving, reasoning and justification.	15	15	20	50
Total %		30	30	40	100

Numeracy CEC - Content Endorsed Course

Task Number	Task 1	Task 2	Task 3	Weighting %
Unit Assessed/Nature of Task	Assignment Alternate Olympics	Assignment Rule of thirds	Assignment Exploration in Numeracy	
Timing	Term 1, Week 8	Term 2, Week 7	Term, 3 Week 7	
Outcomes Assessed	N6-1.3, N6-2.2 N6-2.5, N6-3.2	N6-1.1, N6-2.3 N6-2.5, N6-3.1	N6-1.1, N6-2.6, N6-3.1, N6-3.2	
Components				
Knowledge and understanding	15	15	20	50
Skills	15	15	20	50
Total %	30	30	40	100

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Modern History

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

Personal Development/Health/Physical Education (PDHPE)

Task Number	Task 1	Task 2	Task 3	Weighting %
Nature of task	Case study- Better health for individuals	Sports/skills Analysis – Body in Motion	Formal HSC style written exam	
Timing	Term 1, Week 11	Term 2, Week 8	Term 3, Exam Week	
Outcomes Assessed	P1, P2, P3, P4, P3, P5, P6, P15, P16	P7, P8, P9, P16, P17	P1 – P17	
Components				
Knowledge & Understanding of course content.	10	10	20	40
Skills in critical thinking, research, analysing and communication.	20	20	20	60
Total %	30	30	40	100

Sport, Lifestyle and Recreation (SLR) - Content Endorsed Course

Task Number	Task 1	Task2	Task 3	
Unit Assessed/Nature of Task	Perspectives of Games and Sports. Research Task	Athletics Develop program to improve performance in a specific athletic event	Yearly Exam 1. Social Perspectives 2. Athletics 3. Fitness	Weighting %
Timing	Term 1, Week 9	Term 2, Week 7	Term 3, Exam Week	
Outcomes	1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4	1.2, 1.3, 2.2, 3.2, 3.3, 4.1	1.1, 1.2, 1.3, 1.6 ,2.2 ,2.3, 2.4, 2.5, 3.1 ,3.2 ,3.3, 3.7, 4.1, 4.4 ,4.5	
Components				
Knowledge and understanding.	20	10	20	50
Skills.	10	20	20	50
Total %	30	30	40	100

Visual Arts

Task number	Task 1	Task 2	Task 3	
Unit Assessed/Nature of Task	War on Artists Unit Printmaking Research Assessment Task	Illustration Unit Collection of illustrations. VAPD experiments and development	Identity Unit Painting Yearly Examination	Weighting %
Timing	Term 1, Week 11	Term 2, Week 10	Term 3, Week 8	
Outcomes Assessed	P1, P2, P3, P6, P8, P9	P1, P4, P6, P7	P1, P4, P5, P6, P8, P9, P10	
Components				
Art making	10	25	15	50
Critical and Historical Study	25	0	25	50
Total %	35	25	40	100

INDIVIDUAL VET SUBJECT ASSESSMENT SCHEDULES

As all VET subjects have dual qualifications, there are two modes of assessment for each subject.

To ensure that each student has a reliable estimate for their Preliminary studies, all students will sit a mid-year in class examination and an end of Preliminary Examination to calculate this estimate as per the subject assessment schedule.

Assessment of competencies will be undertaken in Assessment Events throughout the course (as per the relevant Training and Assessment Strategy for each framework) which will be disseminated by the relevant VET Course teachers.

IMPORTANT INFORMATION FOR ALL VET COURSES FROM TAMWORTH RTO 90162

*** 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 an **AHC20116 Certificate II in Agriculture, SIT20421 Certificate II in Cookery or a Statement of Attainment towards a AHC20116 Certificate II in Agriculture, Statement of Attainment towards SIT20421 Certificate II in Cookery** . 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”.

**Indicates no mark is collected for external assessment and any examination is carried out according to the school’s internal assessment policy. *Department of Education* (RTO 90162) have engaged NESAs to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Students must download an electronic copy of their qualification and transcript from their Students Online account via <https://studentsonline.nsw.edu.au/go/login/>

Students have access to their Students Online portal and their qualifications and transcripts up until June of the following year after graduation, after which students can contact NESAs directly for additional copies of their transcript.

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VET Business Services – BSB30120 Certificate III in Business.



Education

Business Services

Qualification: BSB30120 Certificate III in Business

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

Cohort 2024 – 2025

Assessment Schedule Year 11 - 2024

Assessment Tasks for		Task 1	Task 2	Task 3	EXAM
BSB30120 Certificate III in Business		Let's get tech savvy	Organising business safety	Working in industry	
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 11	Week 10	Week 10	Exam Week
		Term 1	Term 2	Term 3	Term 3
Code	Unit of Competency				
<u>BSBTEC201</u>	Use business software applications	x			
<u>BSBTEC202</u>	Use digital technologies to communicate in the work environment	x			
<u>BSBWHS311</u>	Assist with maintaining workplace safety		x		
<u>BSBINS302</u>	Organise workplace information		x		
<u>BSBXCM301</u>	Engage in workplace communication			x	
<u>BSBOPS201</u>	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”.

VET Hospitality – SIT20421 Certificate II in Cookery.



Education

Cookery
Qualification: SIT20421 Certificate II in Cookery
Training Package SIT Tourism, Travel and Hospitality

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

Cohort 2024 – 2025

Assessment Schedule Year 11 - 2024

Assessment Tasks for		Task 1	Task 2	Work Placement 1	EXAM (Optional)
SIT20421 Certificate II in Cookery		Safety in the kitchen	Service please		
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Term 2 Week 9	Term 3 Week 4	Term 3 Week 5	Term 3 Exam Week
Code	Unit of Competency				
SITXFSA005	Use hygienic practices for food safety	X			
SITXWHS005	Participate in safe work practices	X			
SITXFSA006	Participate in safe food handling practices	X			
SITHCCC025	Prepare and present sandwiches	X			
SITXCOM007	Show social and cultural sensitivity		X		
SITXCCS011	Interact with customers		X		

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

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

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

Appendix 1 – Assessment Variation/Appeal Form

A copy of this can be obtained from the front office and should be filled out well before the intended Variation of Routine



Assessment Variation/Appeal Form – Warialda High School

STUDENT'S NAME: _____ DATE SUBMITTED: _____
 SUBJECT: _____ TEACHER: _____
 ASSESSMENT TASK NUMBER: _____ DUE DATE: _____

Reason For Variation (Please Tick)

<p>PART A Non – completion/submission of Assessment Task on specified date (before the task)</p> <p><input type="checkbox"/> Illness</p> <p><input type="checkbox"/> Misadventure</p> <p><input type="checkbox"/> Other Approved Commitment</p> <p>DETAILED EXPLANATION AND DOCUMENTATION</p> <p><input type="checkbox"/> Medical Certificate <input type="checkbox"/> Other documentation: _____ Explanation _____ _____ _____ _____</p>	OR	<p>PART B Appeal (after the task)</p> <p><input type="checkbox"/> Appeal</p> <p>I wish to appeal on the following grounds</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>If appeal is for appealing assessment procedure- staple any documentary evidence to this form, including Assessment Task Cover Sheet, your submitted task, marking guidelines If appeal is for illness and misadventure complete documentation section on the left.</p>
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SIGNATURE of STUDENT: _____ DATE: _____

SIGNATURE of PARENT/GUARDIAN: _____ DATE: _____

Hand this form in to the front office for a decision to be made about the assessment variation or appeal

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Decision

<p>For change of assessment date</p> <p>DECISION BY HEAD TEACHER OR EXAM COORDINATOR: Has this been discussed with the class teacher? YES / NO Variation: Approved <input type="checkbox"/> Denied <input type="checkbox"/> Alternate Date and Time of Task: _____ SIGNATURE OF HEAD TEACHER OR EXAM COORDINATOR: _____ Date: _____</p>	<p>Appeal Process</p> <p>Appeal Committee Findings</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>SIGNATURE OF PRINCIPAL/DP: _____ Date: _____</p>
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Student notified of decision Signed: _____ Date: _____

Appendix 2 - Assessment Notification

Each assessment notification will be given on a form similar to this:



Warialda High School

Assessment Notification

Course: _____

Year: ____

Assessment Task __ of __.

Weighting:	___%
Due Date (or Task Date):	___/___/___
This assessment will be in the form of:	e.g. Test, report, digital portfolio
Description of Task	

Outcomes assessed:

Marking Criteria: (either attached or state here)

attached.

Or

Marks awarded for the following skills:

▪
▪

I acknowledge that I am aware of the above assessment task and the rules regarding assessment tasks, including the necessity of a doctor's certificate or other documentation should I be unable to attend the task or submit it on time.

I also acknowledge that I am in receipt of the assessment outcomes and marking criteria for this task