

# MURRAY HIGH SCHOOL

## **Year 11 Preliminary Course Assessment Procedure**

# 2025



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**MURRAY HIGH SCHOOL  
HIGHER SCHOOL CERTIFICATE  
PRELIMINARY COURSE ASSESSMENT 2025**

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## INTRODUCTION

To the student,

Welcome to the Senior School at M.H.S. With this new role comes increased responsibility created by the HSC and the Assessment of each course.

## PRELIMINARY AND HSC COURSES

The NSW Higher School Certificate requires candidates to:

- a) follow the course of study provided by the New South Wales Education Standards Authority (NESA) and the teacher
- b) apply yourself with diligence and sustained effort to set tasks
- c) achieve the course outcomes in Preliminary Courses before HSC courses are attempted. The Preliminary HSC Courses will be undertaken in Year 11 and involves study over the first 3 terms of this year.

All two-unit courses (and 1 unit extension courses in English and Mathematics) comprise two components - a Preliminary and an HSC Course. Failure to satisfy the requirements in one course may prevent a student from completing the HSC in the normal 2-year period.

Students must also satisfactorily complete all requirements in one-unit courses and any Vocational Education and Training courses they undertake.

Murray High School's Assessment Procedure and specific course guidelines for your formal assessment program are contained in this booklet. However, students enrolled in courses with the Distance Education and/or TAFE, **must also follow the assessment procedures established by those institutions.**

To be eligible for the award of the HSC you must satisfactorily complete at least 12 units in your preliminary study pattern and **at least 10 units in your HSC study pattern.**

Both study patterns must include:

- at least 2 units of a Board Developed course in English
- at least 6 units of Board Developed courses
- at least three courses of 2-unit either Board Developed or Board Endorsed courses
- at least four subjects

## COURSES AVAILABLE

All courses available at Murray High School in 2025 are listed in the table below

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7
English -Advanced English -Standard English - Studies	Mathematics -Advanced Mathematics -Standard 1 Mathematics -Standard 2 Agriculture	Business Studies 1 Business Studies 2 Chemistry Modern History Visual Art	Physics Sport, Lifestyle and Recreation 1 & 2 Exploring Early Childhood Society & Culture	Biology 1 Biology 2 Visual Design Community and Family Studies Work Studies	Ancient History PD Health PE Hospitality-VET IT: Timber & Furniture Tech Music 1	Mathematics -Extension English -Extension

***It is YOUR responsibility to follow the procedures outlined below.***

## **WHEN WILL I BE ASSESSED?**

For all Board courses, formal assessment will not begin until after Week 4, Term 1 of the preliminary year.

This booklet also contains a calendar which schedules the assessment tasks for different HSC course subjects.

## **WHAT WILL BE ASSESSED?**

This booklet contains details about the assessment tasks for different courses that will measure your performance in each component of a course.

Information will be provided at least two weeks before the scheduled task, outlining:

- the components and their weightings
- when the assessment will take place
- the mark value of each task
- the nature of the assessment task e.g. test, assignment
- the task outcomes

## **WHEN WILL ASSESSMENT TASKS BE HANDED IN?**

Assessment tasks which are completed at home **MUST** be handed to the faculty concerned **by 9.00am on the due date**, which will usually be a Monday. Other assessment tasks, ie those undertaken during class time and examinations, will be handed in at the end of the allocated time.

## **WHAT MUST I DO WHEN I HAND IN AN ASSESSMENT TASK?**

For each assessment task, except examinations and tasks undertaken during class time, you will need to complete a "**Submission of Assessment Work**" form. These forms are available from the Front Office. This form will be signed by your teacher and the tear off section should be kept by you as your record of the task having been submitted.

## **WILL I KNOW HOW I AM ACHIEVING IN ASSESSMENT TASKS?**

Each assessment task will be returned to you with a mark or grade on it. Your teacher will also be able to tell you your position in the group for that task and provide relevant feedback and marking guidelines used to assess the intended outcomes.

When you think about your position in any task you should also think about the weighting of that task and its influence on your ranking for that course.

## **CAN I QUESTION THE MARKING OF AN ASSESSMENT TASK?**

As a general rule, the teacher's judgements of an individual assessment task are not subject to review. However, if it appears that marks have been added incorrectly on your task, or if you have questions about how the marks were allocated, then you must ask the teacher about it when the task is handed back to you. If there has been a mistake it can be corrected at this stage but not later.

## **HOW AM I NOTIFIED OF ASSESSMENT TASK?**

You will be given written notification of assessment tasks at least two weeks before the date of the task. If you do not attend a lesson where an assessment task is notified, this will not give you an extension on the task. It is your responsibility to obtain any material, including assessment tasks, issued during the absence.

If you know that you will be absent, it is your responsibility to check your Preliminary Course Assessment Booklet to see if you have any assessment tasks coming up and to see your teacher regarding notification for these tasks. It is your

responsibility to follow this procedure if you are going to be absent for any reason, including school authorised such as work placements, TAFE and school excursions.

If you experience an illness or misadventure on the day when notification is given of an assessment task, this does not automatically give you an extension for the task. It is your responsibility to contact your teacher and seek the notification of the task. If you feel that you have been disadvantaged by illness or misadventure, then you may submit an Absence from Assessment Task form applying for an extension, accompanied by supporting documentation such as a medical certificate.

## **RULES FOR ORAL TASKS**

You must be present for every lesson until your oral task has been delivered. If you do not attend a lesson without following the procedures in this policy for missing an assessment task, you will receive a mark of zero. This includes circumstances where you are aware beforehand of an absence. If you are aware that you will be absent for a lesson during oral presentations for any reason, including but not limited to appointments or excursions, it is your responsibility to arrange with the Head Teacher to complete your oral presentation before this absence.

## **RULES FOR EXAMINATION**

Attendance at Year 11 examinations is **compulsory**. Attendance will be monitored at all examinations.

If you have an illness or misadventure:

- and cannot attend an exam – follow the procedure set out in the Assessment Booklet under “What to do if you are going to miss an Assessment Task due to illness or misadventure”
- contact the Deputy Principal immediately ph.6025 4711
- if before the exam but you can still attend - tell Deputy Principal when you arrive
- if during an exam and it may have affected your performance, tell the Supervising Teacher.

**An Absence from Assessment Task form** (see Deputy Principal) must be completed upon your return to school and alternative arrangements made to complete examinations missed. This contact with the Deputy Principal must be done upon your first return to school.

Students are to be at school 20 minutes prior to the start of their examinations.

No paper is to be taken into the examination room. All paper required will be issued.

Students are to use black or blue pen to answer questions. Pencils are to be used for diagrams and multiple-choice questions only. The use of these devices during an examination will constitute academic misconduct and result in a mark of zero being awarded.

Students are not to have phones/programmable watches/fit bits (or similar devices) in the examination room. The use of these devices during an examination will constitute academic misconduct and will result in a mark of zero being awarded.

Students are to follow all written and verbal instructions from the examination supervisor.

Students are to bring all of their own equipment (e.g. calculators, rulers, pencils, pens). Borrowing of equipment will not be permitted during examinations.

Students must remain in the examination room until the scheduled completion of the examination.

## **FULL SCHOOL UNIFORM MUST BE WORN.**

When not required for examinations, students may elect to study at home. The library will also be available for this purpose.

## ASSESSMENT OF OUTCOMES

All schools are required to submit an Assessment of Student Achievement to NESAs at the end of both Year 11 and Year 12 whether it be a BEC (Board Endorsed Course) or a Board Developed Course. These assessments will reflect the total achievement of the outcomes of each course relative to other students in a course.

The assessment mark is a measure of your achievement in more than a single examination. It will be calculated from results on a series of tasks which assess your abilities in a wider range of course outcomes than are measured by the external examination. The components, weightings and types of tasks are listed in the subject guidelines contained in this booklet. They are also in keeping with the rules established by NESAs.

In addition to the formal assessment program, you will also be required to attempt other tasks, e.g. tests, essays, research assignments etc. which will provide you with opportunities to practise your skills and to provide you and your teachers with information about progress. These tasks are important and if you consistently fail to attempt such tasks you may not satisfy the requirements for a particular course.

Murray High School's Assessment Policy and specific course guidelines for your formal assessment program are contained in this booklet. Students enrolled in courses with Distance Education and/or TAFE must also follow the assessment procedures established by those institutions.

## WHAT IS AN ASSESSMENT MARK?

The assessment mark is a measure of your achievement in more than a single examination. It will be calculated from results on a series of tasks which assess your abilities in a wider range of course outcomes than is measured by the external examination. These outcomes, weightings and types of tasks are listed in the subject guidelines contained in this booklet. They are also in keeping with the rules established by NESAs. The assessment requirements for each Board Developed course are set out in each syllabus. School-based assessment counts for 50% of your overall mark in each course and is reported on your HSC Record of Achievement. You are required to complete school-based assessment tasks for the Board Developed HSC courses you study. (VET and Life Skills courses have different requirements).

## WHAT WILL HAPPEN TO THE ASSESSMENT MARKS SUBMITTED BY THE SCHOOL?

The raw assessment marks provided by the school in any Board Course are moderated. This means that the raw marks will be scaled so that they have the same mean and spread as the HSC exam marks scored by the school in that subject. However, the order of merit and the relative differences between students in the course will remain the same as that provided by the school.

Board Endorsed Course (BEC) assessment marks will not be moderated. Your achievement in any BEC course in Year 12 is only measured against other students in the course at Murray High and your result will be the actual mark you obtained through the assessment process.

## WHAT WILL BE ON THE HSC?

If you meet all the requirements, you will be awarded a Higher School Certificate. You will actually receive three documents, the HSC, the Record of Achievement and the Course Report. The certificate shows your name and school. The Board of Studies issues the HSC Record of Achievement to students who have satisfactorily completed any Preliminary or HSC courses. Students accumulating their courses will receive a Record of Achievement for each calendar year of study. HSC results of courses satisfactorily completed appear on the **HSC Record of Achievement** and on a **Course Report**.

Results of Board Developed Courses are recorded under the following headings on the **Record of School Achievement**.

- A moderated Assessment Mark awarded for your assessment marks at school
- An Examination Mark awarded for the external examination.
- An HSC Mark - an average of the combined Examination Mark and the Assessment Mark
- A Performance Band - showing your level of achievement in that course.

This information will also be contained in a **Course Report**, which will be issued for each course completed. The report will include descriptions for each Performance Band which provide a summary of what students know and are able to do.

**NB** No assessment mark is shown for VET courses. For 240-hour VET courses an Examination Mark, HSC Mark and Performance Band will only be shown for students who have undertaken the optional HSC examination.

Students who satisfactorily complete VET HSC courses (including TAFE delivered Vet courses) will also receive an additional VET credential, which may be an AQF Certificate or a Statement of Attainment.

## WHAT ABOUT UNIVERSITY ENTRANCE?

Entry from Year 12 into university courses in Australia generally depends on your Australian Tertiary Admission Rank (ATAR). Some courses have additional selection methods such as an interview or portfolio.

The ATAR is calculated by universities, not the Board of Studies, and is reported on a scale of 0 to 99.95. Your ATAR indicates your position relative to the students who started Year 7 high school with you.

To be eligible for the ATAR, you must study at least 10 units of Board Developed HSC courses. (Details of ATAR requirements can be found in the Universities Admissions Centre (UAC) handbook).

## WHAT HAPPENS IF I FAIL TO HAND IN AN ASSESSMENT TASK ON TIME?

### LATE SUBMISSION OF TASKS

It should be clearly understood that responsibility for submitting required work by the due date rests with you. The Board of Studies requires that, *"If there is no valid reason for failing to complete an assessment task, a zero mark must be awarded for that task."* (NESA website). Submission or completion of tasks after the date due without legitimate reason will result in a student being awarded zero in that task and receiving an 'N' warning.

Where a student is absent on the day an assessment task is due either for medical reasons or for any other reason, a zero will be given initially and the student has the right to lodge an illness or misadventure appeal. If an illness or misadventure appeal is submitted and approved, the mark for the task will replace the zero.

For research tasks and/or projects that are completed over an extended period of time, every effort must be made to submit the task on the due date. This could include sending the completed task in with a parent or with a brother or sister, contacting the teacher directly to make a mutually suitable arrangement for its collection by the teacher or posting it to arrive at the school by the due date. Where you have been absent on the day the assessment task was due and the task was not handed in by arrangement, due to misadventure, the student must hand the task to their teacher on their first day of attendance.

### SICKNESS

**If you are absent for a task, you must bring in a medical certificate on the first day you return to school and give it to the Deputy Principal. If you fail to do this, you will receive a zero mark and an 'N' warning letter.** When your sickness has been verified by a medical certificate, the Deputy Principal will arrange for you to sit for the missed task or an alternative task. Appeals due to illness only apply for illness that would affect your ability to complete the assessment task. They also do not cover long term illness, such as glandular fever, asthma or epilepsy – unless there is evidence of a sudden recurrence during the time of the assessment task. (Higher School Certificate Rules and Procedures)

### MISADVENTURE

Where you claim a "misadventure" has caused you to miss doing a task you must get a misadventure claim form from the Deputy Principal, fill it in and return it to the Deputy with any relevant documentation. The Deputy Principal, along with the relevant Head Teacher, will decide on the outcome of your appeal. Once the decision is made, you have the right of final appeal to the Principal.

## ACCEPTANCE OF EXCUSE FOR NON-COMPLETION OF ASSESSMENT TASK

A computer / printer failure will not be accepted as a valid excuse for failure to submit due work unless evidence of previous work can be substantiated. A doctor's certificate on the day of an assessment task that has a hand in component **must be supported by evidence of previous work on that task.**

**REMEMBER THAT THE RESPONSIBILITY RESTS ON YOU TO GET YOUR WORK IN ON TIME.**

## WHAT HAPPENS IF I AM ABSENT ON THE DAY AN ASSESSMENT TASK IS SCHEDULED?

If you know that you are going to be away on the day of an assessment task, then you **MUST** advise the Deputy Principal in writing, **BEFOREHAND**. The appropriate form is available from the Deputy Principal. Applications for extensions must be completed at **least two school days** prior to the due date. Should an extension not be granted, the task must be submitted on or before the due date. If the extension is declined and the task is submitted late, zero marks will be recorded for the task.

Holidays or attendance at family functions are not a valid reason to miss an assessment task.

If you are away unexpectedly then it is **your responsibility** to contact the Deputy Principal, **BEFORE** the commencement of the task. **As soon as you return to school and before going to any class** you **MUST** see the Deputy Principal and arrange for the task to be completed.

Failure to fulfil these requirements could result in a "non-attempt" being awarded to you for that task.

If the reason for your absence is unsatisfactory, as determined by the Deputy Principal, then a "non-attempt" will be recorded for you on that task. However, if the reason for your absence is valid (e.g., illness supported by a medical certificate or approved leave), then the Faculty Head in consultation with your teacher will decide whether to let you do the assessment task at an alternate time or award a mark based on a substitute task or give you an estimate based on your performance in similar tasks.

### **Partial Absence or truancy on the date of an assessment task**

If a student undertakes an in-class or examination assessment task but does not attend school that day until the time that the task is scheduled, or truants class for any or all of the lessons leading up until the time that the task is scheduled, this constitutes an unfair advantage over all of the other students in the course. In these circumstances, a zero will be given initially and the student has the right to lodge an illness or misadventure appeal. If an illness or misadventure appeal is submitted and approved, the mark for the task will replace the zero.

### **Suspension**

Under no circumstances does a suspension from school entitle a student to submit a take home assessment after the due date. It remains the student's responsibility to ensure the task is submitted on the due date.

It is the student's responsibility to notify the Principal at the time of suspension that an assessment task is to be completed in class over the period of the assessment. Where appropriate, the student may be asked to complete the task on return from suspension.

A student who misses an assessment task must report to the Deputy Principal before 9am on the day of their return to school to organise the completion of their task.



***It is YOUR responsibility to follow the procedures outlined below.***

## **WHAT TO DO IF:**

### **What to do if you know you are going to miss an Assessment Task**

- 1) Report to the Deputy Principal with a note from parents/carers and any relevant documentation explaining the situation.
- 2) Complete the “Known Absence from an Assessment Task” form.
- 3) Return the “Known Absence from an Assessment Task” form to the DP.
- 4) Report to the Deputy Principal **before school on the day of your return** to school to organise the completion of their task.
- 5) Complete the task as instructed.

***Failure to fulfil these requirements could result in a "non-attempt" being awarded to you for that task.***

### **What to do if you are going to miss an Assessment Task due to illness or misadventure**

- 1) Contact the school immediately or when practicable.
- 2) Organise a doctor’s certificate or appropriate documentation.
- 3) Report to the Deputy Principal with the appropriate documentation **before school on the day of your return** to school to organise the completion of your task.
- 4) Complete the “Illness and Misadventure Form” form.
- 5) Return the “Illness and Misadventure Form” form to the DP.
- 6) Complete the task as instructed on the day of returning to school.

***Failure to fulfil these requirements could result in a "non-attempt" being awarded to you for that task.***

**NB: in the case of COVID 19, ensure that you contact your medical practitioner to organise a telehealth appointment so you can prove appropriate documentation to the school.**

## WHAT HAPPENS IF I AM CAUGHT CHEATING OR SEEKING TO GAIN AN UNFAIR ADVANTAGE IN AN ASSESSMENT TASK?

This is an extremely serious matter as all work done for the assessment is to be essentially your own. NESA requires incidences of cheating to be recorded on the malpractice register.

If a student has not made a genuine attempt or does not have a valid reason for not completing a task, or an investigation shows that there is evidence of serious malpractice, such as plagiarism and cheating, the principal will rule on the penalty to be imposed which could include a zero mark, a non-attempt or other sanctions.

## HSC: ALL MY OWN WORK

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

At Murray High School this program has been completed prior to enrolment in the Preliminary Course.

All Students entered for one or more HSC courses with an external examination will be required to have satisfactorily completed **HSC: All My Own Work**.

It is then necessary for ***you to adhere to the principles*** addressed by this program.

## WHAT HAPPENS IF TASKS ARE NOT ATTEMPTED?

You are expected to complete the tasks that are part of the assessment program. If you fail to hand in an assessment task, both you and your parents will be advised.

If the school rules that you have made a "non-attempt" at assessment tasks in any subject, then it may be ruled that you are not eligible to present that subject for the HSC. In this case, the principal will advise you of the school's decision, the consequences and your subsequent rights.

To receive a result in each case, you must satisfactorily complete the course. This involves:

- following the course developed or endorsed by NESA.
- achieving some or all of the course outcomes.
- applying yourself with diligence and sustained effort to the set school tasks.

### **Non-genuine attempt at assessment tasks**

NESA states that its, "***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.***" (NESA website) A non-genuine attempt is a piece of work produced with little or no thought or effort, which is generally incomplete, or which has been answered frivolously. A genuine attempt is a piece of work which meets the requirements of the set task, and which has been done to the best of the student's ability.

If a non-genuine attempt is submitted:

- it will be marked and recorded in the assessment records of the course as a non-genuine attempt
- an 'N' warning letter will be sent home
- parents/caregivers will be notified of the non-genuine attempt. The task will need to be resubmitted or completed. The original mark will still be recorded.

## AI Scales for students

Artificial Intelligence (AI) is a type of technology that can help students in different ways. It can provide support with learning and can even help with tests and assignments. For example, there are AI tools that can help generate answers or provide explanations for difficult concepts. This can be useful for studying and understanding new topics.

However, when using AI for tests and assignments, we need to be mindful of how it's used. It's important to make sure that the use of AI is fair and doesn't give an unfair advantage to some students. Teachers will consider if and how AI tools should be used in assessments. They might need to make changes to tests or assignments to make sure that they still accurately reflect a student's knowledge and skills.

In some cases, assessments may need to be modified to either avoid using generative AI tools or to use them in a way that ensures a fair and unbiased evaluation of students' performance. This means that teachers will need to think carefully about how to use AI in a way that does not advantage some students over others. The goal is to make sure that assessments continue to provide a fair and accurate measure of a student's abilities.

Therefore, the scales of AI have been produced to assist you in how you use AI in assessment tasks and assignments. Each task will be given a level. You can clarify this with your teacher when tasks are handed out.

### Am I able to use AI on my assignment/assessment task?

Level 0	No AI	You do the assessment without using any AI help. You rely only on your own knowledge and skills. AI is not allowed.
Level 1	AI helps with ideas	You can use AI to brainstorm, organise your thoughts, and come up with ideas to improve your work. You cannot include any AI-generated content in your final submission. You must show how you have used AI to your teacher.
Level 2	AI helps with editing	You can use AI to improve the clarity or quality of your work, but you can't create new content using AI. If you use AI, you must show your original work without AI in an appendix. (Definition: An "appendix" is extra material added at the end of a book or document.) Any AI edited work must be cited and/or evidenced.
Level 3	AI completes specific tasks	You can use AI to complete certain parts of the task, but you must talk about and evaluate the AI-generated content. Any AI-created content must be cited and/or evidenced.
Level 4	Full AI	You can use AI throughout the assessment to support your own work. AI-created content must be cited and/or evidenced.

## MONITORING PROCEDURES – STUDENT PROGRESS

### The Department of Education and Communities (DEC) Policy

The DET's 1999 document "Procedures for the Suspension and Expulsion of School Students" details the circumstances in which students of post-compulsory age [ 17+] **may be expelled from a school because of unsatisfactory participation in learning**. This will be evident in a documented pattern of any one (or combinations) of the following:

- non-satisfactory completion of work
- non-serious attempts to meet course objectives
- non-compliance with NESA requirements for the award of an HSC.

### Your Principal certifies that you have completed a course

Your Principal will certify that you have completed a Board Developed or Board Endorsed Course if, in your Principal's view, there is enough evidence that you:

1. followed the course.
2. applied yourself with diligence and sustained effort to the set tasks and experiences that the school provided in the course.
3. achieved some or all the course outcomes.

For courses where school-based assessment marks are submitted, students must make a genuine attempt at assessment tasks that contribute more than 50 percent of the available marks.

For most VET Industry Curriculum Framework courses and some VET Board Endorsed courses, you must undertake set work placement hours to develop industry competencies and practise learned skills. You must complete any required work placement to complete these courses. If mandatory work placements are not completed, your school will issue you with a non-completion of course determination.

For individual subjects, specific warnings are issued. The Board requires principals to **issue a minimum of two warnings before a final 'N' determination is made**. If this occurs, then the subject will not appear on the Year 12 Record of Achievement. If a determination reduces the total number of units studied to less than ten, the student will not be eligible for the award of the HSC.

## MONITORING PROCEDURES - ATTENDANCE

NESA policy states that, "*For post-compulsory students, Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied. While the Board of Studies does not stipulate attendance requirements, principals may determine that, as a result of absence, the course completion criteria may not be met.*" (NESA website).

The Department of Education and Communities requires that you attend a minimum of 85% of lessons. Where your attendance falls below this, a written warning will be issued. If your attendance continues to be unsatisfactory, the principal will issue a final warning. If after a period of time, typically two weeks, your attendance has not shown improvement, the Principal, in following the guidelines of the Department of Education and Communities, may expel you. You have the right to appeal this expulsion decision.

### Expulsion

You may be expelled for "non-satisfactory participation in learning". This means you have not met the outcomes of your courses because of:

- absences, or
- failure to complete course work.

Before an expulsion occurs, you must have received one written warning and been given the opportunity to show improvement. You have the right to appeal a decision to expel you.

## **WORK PLACEMENT IN VOCATIONAL EDUCATION AND TRAINING COURSES**

Work placement is a mandatory component of VET Industry Curriculum Framework courses. For each 120 hours of course studied students must complete 35 hours of work placement. Failure to complete mandatory work placement will mean that a student will receive an “N” warning for the VET course where the hours have not been completed.

### **PROCEDURES TO BE FOLLOWED IF IT'S CONSIDERED THAT YOU ARE NOT MEETING BOARD OF STUDIES REQUIREMENTS**

#### **THE 'N' - WARNING PROCESS**

If students don't complete a course's requirements they will receive an 'N' determination.

Students are warned via a letter from the school if it looks like they might receive an 'N' determination. This aims to give the student time to complete the course requirements and rectify the problem.

An 'N' warning letter lets you know that the student's performance is unsatisfactory in a particular course. The process is designed to identify areas of concern and to provide solutions in the form of school support.

Students will have two weeks to “redeem” themselves by completing the work which is listed on the 'N' warning letter. If the work is done in the time, the warning is redeemed. If the work is not complete the work the warning remains “live” and counts towards an 'N determination' in the Course. If students end up with two “live” 'N' letters in any one Course, the student may receive the 'N determination'. This means that the students performance is unsatisfactory in the Course.

If a student receives an 'N' determination in a mandatory curriculum requirement course, they won't be eligible for the RoSA. If they leave school, they will receive a Transcript of Study that will list the mandatory course(s) that received an 'N' determination. In some cases, if the student has not meet the necessary pattern of study requirements then they will not be eligible for the award of the HSC.

If a student is given an 'N' determination in a non-mandatory course, the course will not appear on their RoSA or Transcript of Study.

You may appeal the 'N determination'.

Note that an 'N' warning letter will include:

- the course
- whether it is the first or second warning for that course
- the task that was not completed
- the date when the task was initially due
- what you must now do
- when the task is to be done (if that is applicable you may also be told if a zero mark has been awarded)
- a section which should be returned to the Head Teacher. Note: Only one warning letter is issued for each task. The new due date is final.

### **CAN I SEEK A REVIEW OF A RANK AWARDED TO ME WITHIN A COURSE?**

Based on feedback from individual assessment tasks and from formal reports, you will have an expectation as to what your rank should be within a course. If the rank for a particular subject differs significantly from the expected rank, then you can seek a review.

If you are seeking a review, you must apply to the Principal who will then inform you about the procedures.

### **WHAT HAPPENS IN THE SCHOOL REVIEW?**

The review committee will meet to decide on any matters relating to your HSC Assessment and especially when a review has been requested. If you feel that there are any special reasons why penalties should not be imposed on you, then you must see your Head Teacher who will discuss your case with the Deputy Principal and the Principal will make a final

decision. All reviews will be based on whether the assessment program conformed with NESA's requirements, whether the school's procedures conformed with its stated program, and whether there were computational or clerical errors.

## REPORTING STUDENT MARKS

- The school report will provide clear and detailed information on the standards of knowledge, skills and understanding achieved in each subject at Preliminary level.
- Students will receive marks on a scale from 0 to 100; along with descriptions of the standard of performance they have achieved using the Common Course Descriptors.
- Marks will not be scaled to a predetermined statistical distribution.
- The Board of Studies will then report on student achievement in either the Record of School Achievement (RoSA) or the HSC.

## NATURE OF ASSESSMENT TASKS

This booklet contains information about the assessment tasks for every course. Students will be informed in writing of the details and timing of assessment tasks. Your assessment task will outline the outcomes to be covered, the marking scheme and the structure of what is to be assessed. Meaningful feedback will then follow after the marking of these tasks.

## RECORD OF SCHOOL ACHIEVEMENT (RoSA)

In 2011, the NSW Minister for Education announced that School Certificate tests would not continue beyond that year. From 2012, eligible students who leave school before receiving their Higher School Certificate will receive the NSW Record of School Achievement (RoSA).

The Record of School Achievement (RoSA) is the new credential for students who leave school **after** Year 10 and **before** they receive their Higher School Certificate (HSC).

There is a page on the NESA website that has been designed to give parents of all NSW school students and prospective employers the latest information about the RoSA. The URL is:  
<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/leaving-school/record-of-school-achievement/record-of-school-achievement>

This page provides information about how the RoSA:

- Provides a **cumulative record of all academic achievement**  
The RoSA is designed to record and credential all of a secondary school student's academic results up until the HSC.
- **Literacy and Numeracy tests.**  
Students who leave school before they get their HSC will have the option to undertake the Literacy and Numeracy tests.
- **A Record of Extracurricular Achievements**  
The Board recognises that many employers are interested in more than academic results and is working on an online resource to help students bring together evidence of a range of extracurricular activities.

Any student who leaves school before their HSC and is accessed online through Students On-Line on the BOSTES website. To access this page and apply for a RoSA the student needs their BOSTES student number.

## A FINAL NOTE

In order to provide flexibility in dealing with unusual circumstances, the Principal **MAY**, after ensuring that no student is unduly advantaged or disadvantaged by so doing, vary the conditions and requirements in this policy.

**SAMPLE ONLY**

**MURRAY HIGH SCHOOL  
SUBMISSION OF ASSESSMENT WORK**

NAME: ..... CLASS: .....

SUBJECT: ..... TEACHER: .....

DATE DUE: .....

ASSIGNMENT: .....  
.....

This assessment task must be given to your teacher by 9.00 am on the due date.

If it is not submitted on time for a valid reason, you must:

1. Ring or contact the Deputy Principal Curriculum.
2. Get an illness or misadventure appeal form from the Deputy Principal Curriculum immediately on your return to school.
3. Complete all paperwork and obtain medical certificate as required.

Late assessment tasks receive a zero score, subject to the appeal process.

This assessment task has been prepared by me in accordance with the school assessment guidelines and is my own work.

.....  
Student signature Date

----- TEAR HERE -----

**TO BE COMPLETED BY STUDENT:**

NAME: ..... CLASS: .....

SUBJECT: ..... TEACHER: .....

DATE DUE: .....

ASSIGNMENT:.....  
.....

**TO BE COMPLETED BY TEACHER:**

I have received assignment.

SIGNATURE: ..... DATE: .....

**SAMPLE ONLY**

**MURRAY HIGH SCHOOL  
KNOWN ABSENCE FROM AN ASSESSMENT TASK**

NAME: ..... YEAR: .....

SUBJECT: .....

DATE OF ASSESSMENT TASK: .....

TIME OF ASSESSMENT TASK: .....

REASON FOR INABILITY TO ATTEND: .....

.....

.....

SIGNED: .....(Student)

-----

**TO BE COMPLETED BY DEPUTY PRINCIPAL**

DATE RECEIVED: ..... TIME RECEIVED: .....

REASON: Satisfactory / Unsatisfactory

SIGNED: .....(Deputy Principal)

-----

**TO BE COMPLETED BY HEAD TEACHER:**

DATE RECEIVED: ..... TIME RECEIVED: .....

OUTCOME: .....

SIGNED: .....(Head Teacher)

-----

**CLASS TEACHER NOTIFIED:**

SIGNED: .....(Class Teacher)



**SAMPLE ONLY**

**MURRAY HIGH SCHOOL  
ILLNESS AND MISADVENTURE APPEAL FORM**

Name: -----

Teacher: -----

Assessment Task Title:

.....  
.....  
.....

Describe in detail, the nature of the issue that affected your ability to complete and/or submit the assessment task to the best of your ability.

.....  
.....  
.....

How did this affect your ability to complete the task to the best of your ability or submit the task?

.....  
.....  
.....

Medical Certificate attached      YES / NO

Other evidence: YES / NO (specify) -----

Student Signature: -----      Date: -----

Supporting statement from another person:

.....  
.....

Support Person----- Relationship to Person-----

Result of Application-----

Date Received----- Deputy Principal-----

Decision: -----

-----

Copy to

- Student
- File
- Relevant HT

**BOARD DEVELOPED COURSES**

The following assessment information is provided for each of the Year 11 Board Developed Preliminary Courses listed below. Please look carefully at each course currently being studied in Year 11.

<b>Board Developed Courses</b>	
Agriculture	2 Unit
Ancient History	2 Unit
Biology 1 & 2	2 Unit
Business Studies 1 & 2	2 Unit
Chemistry	2 Unit
Community and Family Studies	2 Unit
Drama	2 Unit
English Advanced	2 Unit
English Standard	2 Unit
English Studies	2 Unit
English Extension 1	1 Unit
Industrial Technology - Timber Products and Furniture Technologies	2 Unit
Mathematics Advanced	2 Unit
Mathematics Extension 1	1 Unit
Mathematics Standard 1	2 Unit
Mathematics Standard 2	2 Unit
Modern History	2 Unit
Music 1	2 Unit
PD Health PE	2 Unit
Physics	2 Unit
Visual Art	2 Unit
<b>Board Endorsed or Content Endorsed Courses</b>	
Exploring Early Childhood	2 Unit
Sport, Lifestyle and Recreation Studies	2 Unit
Visual Design	2 Unit
Work Studies	2 Unit
<b>Board Developed VET Courses</b>	
Hospitality-Certificate II in Cookery	2 Unit

## AGRICULTURE

COMPONENTS	Task 1 Plant /Animal Growth Trial	Task 2 Farm Case Study	Task 3 Final Exam	Total Weight
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 8	
Knowledge and understanding of course content		10	30	40
Knowledge and understanding of skills required to manage agriculture production system	10	20	10	40
Skills in effective research, experimentation and communication	20			20
<b>Total Weight</b>	30	30	40	100
<b>Outcomes</b>	P 1.2 P 4.1	P1.1, P2.3, P3.1, P5.1	P1.1, P1.2, P2.1, P2.2, P2.3, P4.1 P5.1	

- P1.1 describes the complex, dynamic and interactive nature of agricultural production systems
- P1.2 describes the factors that influence agricultural systems
- P2.1 describes the biological and physical resources and applies the processes that cause changes in plant production systems
- P2.2 describes the biological and physical resources and applies the processes that cause changes in animal production systems
- P2.3 describes the farm as a basic unit of production
- P3.1 explains the role of decision-making in the management and marketing of agricultural products in response to consumer and market requirements
- P4.1 applies the principles and procedures of experimental design and agricultural research
- P5.1 investigates the role of associated technologies and technological innovation in producing and marketing agricultural products

## ANCIENT HISTORY

COMPONENTS	Task 1	Task 2 Historical Investigation	Task 3 Final Exam	Total Weight
	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8	
Knowledge and understanding of course content		10	30	40
Historical skills in the analysis and evaluation of sources and interpretations	15		5	20
Historical inquiry and research	10	10		20
Communication of historical understanding in appropriate forms	5	10	5	20
<b>Total Weight</b>	30	30	40	100
<b>Outcomes</b>	AH11-3, AH11-5, AH11-6, AH11-8, AH11-9	AH11-3, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9, AH11-10	

- 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

## BIOLOGY 1 & 2

Components	Task 1	Task 2	Task 3	Total Weight
	Depth Study Presentation	Practical Investigation	Final Exam	
	Term 1 Week 10	Term 2 Week 6	Term 3 Week 8	
Skills in working Scientifically	20	20	20	60
Knowledge and understanding	10	10	20	40
Total Weight	30	30	40	100
Outcomes	BIO11-1, 11-4 11-5, 11-6 11-7, 11-11	BIO11-1,11--2 11-3,11-7, 11-8	BIO11-4,11-5,11-6, 11-7,11-8 ,11-9, 11-10 ,11-11	

- 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
- BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- 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
- 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
- BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

## BUSINESS STUDIES 1 & 2

COMPONENTS	Nature of Business Research Task	Business Plan	Final Exam	Total Weight
	Term 1 Week 11	Term 2 Week 10	Term 3 Week 8	
Knowledge and Understanding of Course Content	5	10	20	35
Stimulus-based skills		5	5	10
Inquiry and Research	10	10	5	25
Communication of Business information, ideas and issues	10	10	10	30
<b>Total Weight</b>	25	35	40	100
<b>Outcomes</b>	P1, P2, P3, P8, P9	P3, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	

- 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 situations
- 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

## CHEMISTRY

COMPONENTS	Quantitative Chemistry Research Task	Reaction Rates Depth Study Practical Task	Final Exam	Total Weight
	Term 2 Week 3	Term 3 Week 3	Term 3 Week 8	
Knowledge and Understanding	10	10	20	40
Working Scientifically	20	30	10	60
<b>Total Weight</b>	30	40	30	100
<b>Outcomes</b>	CH11-3,4,7,9	CH11-1,2,3,7,10	CH11-2,4,5,6,7,8,9,10,11	

- CH11-1 develops and evaluates questions and hypotheses for scientific investigation
- CH11-2 designs and evaluates investigations in order to obtain primary and secondary data information.
- CH11-3 conducts investigations to collect valid and reliable primary and secondary data and information.
- CH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11-5 analyses and evaluates primary and secondary data and information
- CH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH11-8 explores the properties and trends in physical, structural and chemical aspects of matter
- CH11-9 describes applies and quantitatively analyses the mole concept and stoichiometric relationships
- 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
- CH11-11 analyses the energy considerations in the driving force for chemical reaction

## COMMUNITY AND FAMILY STUDIES

COMPONENTS	Interview Resource Management	Case Study Individual and Groups	Final Exam	Total Weight
	Term 2 Week 2	Term 2 Week 8	Term 3 Week 8	
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
<b>Total Weight</b>	35	35	30	100
<b>Outcomes</b>	P1.1, P1.2, P4.2, P5.1, P6.1	P2.1, P2.3, P4.1, P4.2	P1.1-P6.2	

- P1.1 describes the contribution an individual 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 inter-relationships 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 well-being.
- P6.2 uses critical thinking skills to enhance decision-making.



## DRAMA

	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>	
	<b>Term 1 Week 10</b>	<b>Term 2 Week 7</b>	<b>Term 3 Week 7</b>	
<b>COMPONENTS</b>	<b>Presentation of Individual Performance.</b> Select a monologue and demonstrate exploration of character/role development, logbook research to inform refinement of dramatic action and evaluation of the process.	<b>Elements of production in performance</b> <b>Elements of design and design task</b> Devised group performance for which design work is generated e.g. set design, poster, lighting design and costume design. Research, planning, sketch work and evaluation included in logbook.	<b>Theatrical Styles: Group Performance and Research Essay</b> Presentation of a group performance based on workshop activities including logbook research on a theatrical style to inform performance, planning and reflection as well as evaluation of script extracts. Research essay on the theatrical style used in performance citing influential directors/playwrights of the style.	<b>Total Weight</b>
<b>Making</b>	10	20	10	40
<b>Performing</b>	20		10	30
<b>Critically studying</b>		10	20	30
<b>Total Weight</b>	30	30	40	100
<b>Outcomes</b>	P1.1, P1.4, P2.1, P2.3, P2.4	P1.4, P1.5, P1.7, P2.2, P3.1, P3.2, P3.3	P1.3, P1.6, P2.6, P3.4	

- P1.1 develops acting skills in order to adopt and sustain a variety of characters and roles
- P1.2 explores ideas and situations, expressing them imaginatively in dramatic form
- P1.3 demonstrates performance skills appropriate to a variety of styles and media
- P1.4 understands, manages and manipulates theatrical elements and elements of production, using them perceptively and creatively
- P1.5 understands, demonstrates and records the process of developing and refining ideas and scripts to performance
- P1.6 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P1.7 understands the collaborative nature of drama and theatre and demonstrates the self-discipline needed in the process of collaboration
- 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
- P2.3 demonstrates directorial and acting skills to communicate meaning through dramatic action
- P2.4 performs effectively in a variety of styles using a range of appropriate performance techniques, theatrical and design elements and performance spaces
- P2.5 understands and demonstrates the commitment, collaboration and energy required for a production
- 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
- P3.4 appreciates the contribution that drama and theatre make to Australian and other societies by raising awareness and expressing ideas about issues of interest

## ENGLISH STANDARD

COMPONENTS	Task 1	Task 2	Task 3	Total Weight
	Reading to Write	Multimodal Contemporary Possibilities	Final Exam	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	
Knowledge and understanding of course context	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
<b>Total Weight</b>	30	40	30	100
<b>Outcomes</b>	EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	

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

## ENGLISH STUDIES

COMPONENTS	Task 1	Task 2	Task 3	Total Weight
	Everyday texts Mandatory Module: Achieving through English	Multimodal presentation Elective Module	Collection of classroom All modules Elective Module	
	Term 1 Week 9	Term 2 Week 6	Term 3 Week 7	
Knowledge and understanding of course content	15	15	20	50
Skills in: comprehending texts communicating ideas using language accurately appropriately and effectively	15	15	20	50
<b>Total Weight</b>	30	30	40	100
<b>Outcomes</b>	ES11-1, ES11-4 ES11-5, ES11-6	ES11-2, ES11-6 ES11-7, ES11-8	ES11-1, ES11-3 ES11-4, ES11-5 ES11-7, ES11-9 ES11-10	

- ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- 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

## ENGLISH ADVANCED

COMPONENTS	Task 1	Task 2	Task3	Total Weight
	Reading to Write	Narratives that Shape our World Multimodal presentation	Final Exam Critical response	
	Term 1 Week 9	Term 2 Week 9	Term 3 Week 8	
Knowledge and understanding of course context	15	20	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	20	15	50
<b>Total Weight</b>	30	40	30	100
<b>Outcomes</b>	EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	

EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

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

## ENGLISH EXTENSION 1

COMPONENTS	Task 1	Task 2	Task 3	Total Weight
	Essay	Multimodal	Final Exam	
	Term 1 Week 11	Term 2 Week 10	Term 3 Week 8	
Knowledge and Understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
<b>Total Weight</b>	30	40	30	100
<b>Outcomes</b>	EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE-4, EE11-5	

EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies

EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts

EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts

EE11-4 develops skills in research methodology to undertake effective independent investigation

EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts

EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

## EXPLORING EARLY CHILDHOOD

COMPONENTS	Task 1	Task 2	Task 3	Total Weight
	Pregnancy and Childbirth Contemporary Issues Report	Report	Child Growth and Development Promoting Positive Research	
	Term 1 Week 10	Term 2 Week 7	Term 3 Week 6	
Core A Pregnancy and Childbirth	30			30
Core B Child Growth and Development		30		30
Core C Promoting Positive Behaviour			40	40
<b>Total Weight</b>	30	30	40	100
<b>Outcomes</b>	1.1,1.4,2.1,5.1,6.1,6.2	Could come from all Core A and Core B outcomes	1.2,1.3,1.4,2.4,3.1,4.1,4.2,4.3,6.2	

- EC1.1 analyses prenatal issues that have an impact on development
- EC1.2 Examines major physical, social - emotional, behavioural, cognitive and language development of young children
- EC1.3 examines the nature of different periods in childhood –infant, toddler, preschool and the early school years
- EC1.4 analyses the ways in with family, community and culture influence growth and development of young children
- EC1.5 examines the implications for growth and development when a child has special needs
- EC2.1 analyses issues relating to the appropriateness of a range of services for different families
- EC2.2 critically examines factors that influence the social world of young children
- EC2.3 explains the importance of diversity as a positive issue for children and their families
- EC2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- EC3.1 evaluates strategies that encourage positive behaviour in young children
- EC4.1 demonstrates appropriate communication skills with children and/or adults
- EC4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- EC4.3 demonstrates appropriate strategies to resolve group conflict
- EC5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- EC6.1 demonstrates an understanding of decision making processes
- EC6.2 critically examines all issues including beliefs and values that may influence interactions with others

## INDUSTRIAL TECHNOLOGY-TIMBER AND FURNITURE TECHNOLOGIES

COMPONENTS	Task 1	Task 2	Task 3	Total Weight
	Plan, Design and Communication	Practical Project and Portfolio	Final Exam	
	Term 1 Week 11	Term 3 Week 5	Term 3 Week 8	
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in the management, communication and production of products	10	30	20	60
<b>Total Weight</b>	20	40	40	100
<b>Outcomes</b>	P1.2,2.1,3.2,3.3, 4.2,5.1	P1.2,2.1,3.3,5.1, 5.2,7.2	P1.2,2.1,3.1,4.3, 6.1,7.1	

- P1.1 describes the organisation and management of an individual business within the focus area industry.
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies.
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance techniques.
- P2.2 works effectively in team situations
- P3.1 sketches, produces and interprets drawings in the production of projects
- P3.2 applies research and problem-solving skills
- P3.3 demonstrates appropriate design principles in the production of projects
- P4.1 demonstrates a range of practical skills in the production of projects
- P4.2 demonstrates competency in using relevant equipment, machinery and processes
- P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects.
- P5.1 uses communication and information processing skills.
- P5.2 uses appropriate documentation techniques related to the management of projects
- P6.1 identifies the characteristics of quality manufactured products
- P6.2 identifies and explains the principles of quality and quality control
- P7.1 identifies the impact of one related industry on the social and physical environment
- P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment.

## MATHEMATICS STANDARD 1

COMPONENTS	Task 1	Task 2	Final Exam	Total Weight
	Term 2 Week 4	Term 2 Week 8	Term 3 Week 8	
Understanding Fluency and Communicating	15	15	20	50
Problem Solving Reasoning and Justification	15	15	20	50
<b>Total Weight</b>	30	30	40	100
<b>Outcomes</b>	<b>Notification of outcomes being assessed will be given prior to the assessment task.</b>			

- 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 quality 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 predications 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



## MATHEMATICS STANDARD 2

COMPONENTS	Task 1	Task 2	Final Exam	Total Weight
	Term 2 Week 4	Term 2 Week 8	Term 3 Week 8	
Understanding Fluency and Communicating	15	15	20	50
Problem Solving Reasoning and Justification	15	15	20	50
<b>Total Weight</b>	30	30	40	100
<b>Outcomes</b>	<b>Notification of outcomes being assessed will be given prior to the assessment task.</b>			

- 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 quality 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 predications 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

## MATHEMATICS ADVANCED

COMPONENTS	Task 1	Task 2	Final Exam	Total Weight
	Term 2 Week 4	Term 2 Week 8	Term 3 Week 8	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
<b>Total Weight</b>	30	30	40	100
<b>Outcomes</b>	<b>Notification of outcomes being assessed will be given prior to the assessment task.</b>			

- 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.

## MATHEMATICS EXTENSION 1

COMPONENTS	Task 1	Task 2	Task 3	Total Weight
	Term 2 Week 4	Term 2 Week 9	Term 3 Week 8	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
<b>Total Weight</b>	30	30	40	100
<b>Outcomes</b>	<b>Notification of outcomes being assessed will be given prior to the assessment task.</b>			

- 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 graphs.

## MODERN HISTORY

COMPONENTS	Task 1	Task 2 Historical Investigation	Task 3 Final Exam	Total Weight
	Term 1 Week 11	Term 2 Week 7	Term 3 Week 8	
Knowledge and understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5	10	20
Historical inquiry and research		15	5	20
Communication of historical understanding in appropriate forms	5	10	5	20
<b>Total Weight</b>	30	30	40	100
<b>Outcomes</b>	MH11.6, MH11.7, MH11.9, MH11.10	MH11.2, MH11.4, MH11.6, MH11.8, MH11.9	MH11.1, MH11.3, MH11.5, MH11.9	

- 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

## MUSIC 1

COMPONENTS	Task 1 Performance and Viva Voice	Task 2 Composition and Analysis	Task3 Performances and Aural Exam	Total Weight
	Term 1 Week 9	Term 2 Week 10	Term 3 Week 9	
Composition		25		25
Performance	10		15	25
Aural			25	25
Musicology	15	10		25
<b>Total Weight</b>	25	35	40	100
<b>Outcomes</b>	P1, P4, P5	P2, P3, P5, P7, P8	P4, P6, P8,	

- 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

## PD HEALTH PE

	Task 1	Task 2	Task 3	
COMPONENTS	Health for Individuals and Communities	Research Essay on Better Health for Individuals	Final Exam	Total Weight
	Term 1 Week 9	Term 2 Week 10	Term 3 Week 8	
Knowledge and understanding of course content	10	10	20	40
Skills in collaboration, analysis, communication, creative thinking, problem-solving and research	20	30	10	60
<b>Total Weight</b>	30	40	30	100
<b>Outcomes</b>	HM-11-05 HM-11-07 HM-11-08 HM-11-09 HM-11-10	HM-11-03 HM-11-04 HM-11-06 HM-11-10	HM-11-01 HM-11-02 HM-11-03 HM-11-04 HM-11-06	

HM-11.01	interprets meanings, measures and patterns of health experienced by Australians
HM-11-02	analyses methods and resources to improve and advocate for the health of young Australians
HM-11-03	analyses the systems of the body in relation to movement
HM-11-04	investigates movement skills and psychology to improve participation and performance
HM-11-05	Collaboration: demonstrates strategies to positively interact with others to develop an understanding of health and movement concepts
HM-11-06	analyses the relationships and implications of health and movement concepts
HM-11-07	Communication: communicates health and movement concepts to audiences and contexts, using a variety of modes
HM-11-08	Creative thinking: generates new ideas that are meaningful and relevant to health and movement contexts
HM-11-09	Problem-solving: proposes and evaluates solutions to health and movement issues
HM-11-10	Research: analyses a range of sources to make conclusions about health and movement concepts

## PHYSICS

COMPONENTS	Task 1 Research Task	Task 2 Depth Study	Task 3 Final Exam	Total Weight
	Kinematics & Dynamics	Waves and Thermodynamics		
	Term 2 Week 3	Term 3 Week 3	Term 3 Week 8	
Skills in Working Scientifically	20	30	10	60
Knowledge and Understanding	10	10	20	40
<b>Total Weight</b>	30	40	30	100
<b>Outcomes</b>	PH 11-1,2,3,4,7 PH11-8	PH11-1,2,3,4,5,7 PH11-10	PH11-1,4,5,6,7 PH11-8,9,10,11	

Please note that this schedule may change throughout the course

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 suitable language and terminology for a specific audience or purpose
PH11-8	describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
PH11-9	describes and explains in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
PH11-10	explains and analyses waves and transfer of energy by sound, light and thermodynamic principals
PH11-11	explains and quantitatively analyses electric fields, circuitry and magnetism

## SOCIETY AND CULTURE

COMPONENTS	Task 1 Social and Cultural World Essay	Task 2 Personal and Social Identity Mini-PIP	Final Exam	Total Weight
	Term 2 Week 2	Term 3 Week 2	Term 3 Week 8	
Knowledge and Understanding of course content	10	10	20	40
Application and evaluation of social and cultural research methodologies	5	20	5	30
Communication of information, ideas and issues	10	10	10	30
<b>Total Weight</b>	25	40	35	100
<b>Outcomes</b>	P1, P3, P4, P5, P6, P7, P8, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	P1, P3, P4 P5, P9, P10	

- 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 forms

## SPORT, LIFESTYLE AND RECREATION STUDIES



COMPONENTS	Task 1 Athletics Performance Analysis	Task 2 Application of skill development, training and strategy Games and Sport Applications 1	Task 3 Training program design and implementation Fitness and Resistance Training	Total Weight
	Term 1 Week 10	Term 2 Week 7	Term 3 Week 7	
Knowledge and understanding of the factors that influence health and participation in physical activity	10	20	20	50
Skills in critical thinking, research, analysing and communicating	20	10	20	50
<b>Total Weight</b>	30	30	40	100
<b>Outcomes</b>	3.1,1.2,1.3	1.1, 1.3, 2.1, 3.1 2.3, 4.4	2.2, 3.2, 3.3, 4.1, 4.4	

- 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
- 1.6 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
- 2.5 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
- 4.1 plans strategies to achieve performance goals
- 4.4 demonstrates competence and confidence in movement contexts.

## VISUAL ART

COMPONENTS	Task 1 Surrealism	Task 2 Art in Nature	Task 3 Final Exam	Total Weight
	Term 1 Week 11	Term 2 Week 10	Term 3 Week 8	
<b>Art Making</b>	25	25		50
<b>Art Criticism &amp; Art History</b>	10	15	25	50
<b>Total Weight</b>	35	40	25	100
<b>Outcomes</b>	P1,2,8,9,5,6	AP1,2,3,4,5,6	P7,8,9,10	

- P1 explores the conventions of practice in art making
- 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 art making
- 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.

## VISUAL DESIGN

COMPONENTS	Product Design PD2: Furniture	Wearable Design WD2: Jewellery & Accessories	Product Design PD1: Packaging	Total Weight
	Term 1 Week 8	Term 2 Week 8	Term 3 Week 9	
Knowledge, skills and understanding through the making of works in design that lead to and demonstrate conceptual and technical accomplishment	15	15	20	50
Knowledge, skills and understanding that lead to increasingly accomplished critical and historical investigations of design	15	15	20	50
<b>Total Weight</b>	30	30	40	100
<b>Outcomes</b>	DM1-DM6 CH1-CH4	DM1-DM6 CH1-CH4	DM1-DM6 CH1-CH4	

- DM1 generates a characteristic style that is increasingly self-reflective in their design practice
- DM2 explores concepts of artist/designer, kinds of designed works, interpretations of the world and audience/consumer response in their making of designed works
- DM3 investigates different points of view in the making of designed works
- DM4 generates images and ideas as representations/simulations
- DM5 develops different techniques suited to artistic and design intentions in the making of a range of works
- DM6 takes into account issues of Work Health and Safety in the making of a range of works
- CH1 generates in their critical and historical practice ways to interpret and explain design
- CH2 investigates the roles and relationships among the concepts of artist/designer, work, world and audience/consumer in critical and historical investigations
- CH3 distinguishes between different points of view, using the frames in their critical and historical investigations
- CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of design

**Note:** DM – Designing and Making  
CH – Critical and Historical Studies

## WORK STUDIES

COMPONENTS	Task 1	Task 2	Task 3	Total Weight
	My Working Life	Work Portfolio	Work Experience	
	Term 1 Week 10	Term 2 Week 8	Term 3 Week 6	
	Outcomes assessed Possible	Outcomes assessed Possible	Outcomes assessed Possible	
	1. investigates a range of work environments 2. examines different types of work and skills for employment 3. analyses employment options and strategies for career management 4. assesses pathways for further education, training and life planning 5. communicates and uses technology effectively 6. applies self-management and teamwork skills	1. investigates a range of work environments 2. examines different types of work and skills for employment 3. analyses employment options and strategies for career management 7. utilises strategies to plan, organise and solve problems	1. investigates a range of work environments 2. examines different types of work and skills for employment 3. analyses employment options and strategies for career management 6. applies self-management and teamwork skills 7. utilises strategies to plan, organise and solve problems 8. assesses influences on people's working lives 9. evaluates personal and social influences on individuals and groups	
<b>Knowledge and understanding</b>	15	10	5	30
<b>Skills</b>	15	20	35	70
<b>Total Weight</b>	30	30	40	100

- investigates a range of work environments
- examines different types of work and skills for employment
- analyses employment options and strategies for career management
- assesses pathways for further education, training and life planning
- communicates and uses technology effectively
- applies self-management and teamwork skills
- utilises strategies to plan, organise and solve problems
- assesses influences on people's working lives
- evaluates personal and social influences on individuals and groups

## HSC Assessment Advice for VET Courses

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

You will be deemed “Competent” if performance in all required assessment activities for the unit of competency is satisfactory or Not Competent if you are still developing skills and/or your performance is at an unsatisfactory level. There is no pass or fail. This means that a course mark is not allocated. For this reason, the assessment schedule for HSC VET courses is in a different format to other NESA Courses.

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

Your trainer will keep an outcome record of units of competency. You may request to see this record at any time to determine your progress. Alternately you will be supplied with a competency log for maintaining a record of units achieved. You are entitled to seek advice about options for further training and assessment for competencies ‘not achieved’. Refer to the Student Guide for additional advice. You will also receive a report from the school each semester indicating competency achievement. Competencies cannot be recorded without the sufficient assessment evidence.

**The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS)** will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

**Recognition of Prior Learning (RPL)** on the Wagga Wagga RTO RPL form with the portfolio of evidence relevant to each unit of competency for which RPL is requested. The RPL form and evidence portfolio must be submitted to your trainer prior to course commencement who will forward it to the RTO manager for review.

**Credit Transfer (CT)** may be given for a unit of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer, who will contact the RTO, prior to the commencement of the delivery of this UoC.

**N Determination** letters will be issued to students who do not demonstrate due diligence and sustained effort in the course, participate in mandatory work placement and or apply themselves to course outcomes. This process may then lead to an “N” determination for this subject which may prevent the achievement of the HSC. Warning letters will not be issued for failure to achieve competency but are about fulfilling the requirements of learning for the HSC.

**Work placement** is a mandatory HSC component in some courses and must be completed during the course. (Refer to the specific course assessment summary for more detailed information).

- you will not be permitted to participate in a work placement if you are not deemed ‘work ready’ by your trainer.
- a ‘N’ determination will be issued if work placement is not satisfactorily completed. This means that the course will not count towards your HSC pattern of study. However, you will still receive a Certificate or Statement of Attainment which indicates one or more unit/s of competency achieved towards the qualification.
- the scheduled date for work placement is shown in the course assessment summary.
- you will complete a workplace journal of your placement.

### Work placement advice from NESA in response to COVID

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/news/novel-coronavirus/vet-work-placement>

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

- Optional for students completing the 240 hour course and is intended for Australian Tertiary Admissions Rank (ATAR) purposes only. (Refer to the specific course assessment summary for more detailed information).
- Independent of the competency based assessment requirements for the Australian Qualifications Framework (AQF) VET qualification. The satisfactory completion of the course will still appear on your HSC if the optional exam is not undertaken.

If you intend to use your VET course towards the calculation of the ATAR, the school must submit an estimated mark of your likely performance in the HSC examination. The calculation of the mark is a school decision and will include the Trial HSC examination. This mark is only used in the event of misadventure.

## Assessment Summary for SIT20416 Certificate II in Kitchen Operations

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 70 hours in total	Year 11: Term 3 Week 9/10 Year 12: Term 2 Week 3
Trial HSC exam - Students whose HSC pattern of study makes them eligible to receive an ATAR must sit the trial HSC exam.	Year 12: Term 3 Weeks 4-5

Assessment Plan			Evidence Collection				HSC
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role	Portfolio or direct observation – purposeful collection of annotated and validated pieces of evidence	Questioning – written or oral related to knowledge.e.g	NESA Status Mandatory
Cluster 1 – Getting Along	BSBWOR203	Work effectively with others				X	Y
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X	Y
	SITHCCC001	Part B Use food preparation equipment	X	X		X	Y
	SITXFSA002	Participate in safe food handling practices	X	X		X	Y
Cluster 3 – Safe and Sustainable work practices	SITXWHS001	Participate in safe work practices	X	X		X	Y
	BSBSUS201	Participate in environmentally sustainable work practices	X	X		X	
Cluster 4 – Preparing quality simple dishes	SITHCCC002	Prepare and present simple dishes	X	X		X	
	SITXINV002	Maintain the quality of perishable items	X	X		X	
Cluster 5 – Producing menu Items	SITHCCC005	Prepare dishes using basic methods of cookery	X	X	X	X	Y
Cluster 6 – Cleaning the kitchen	SITHKOP001	Clean kitchen premises and equipment	X	X		X	Y
Cluster 7 – Preparing appetisers and salads	SITHCCC006	Prepare appetisers and salads	X	X	X	X	
Cluster 8 – Sandwich preparation	SITHCCC003	Prepare and present sandwiches	X	X		X	
Cluster 9 – Keeping up to date with industry	SITHIND002	Source and use information on the hospitality industry				X	Y
Cluster 10 – Use cookery skills effectively	SITHCCC011	Use cookery skills effectively	X	X	X	X	

**\*\*UoC highlighted must be assessed by an assessor that holds three years industry experience ie Clusters 5, 7, and 10. Refer to the Public Schools NSW, Wagga Wagga RTO 90333 Assessment Strategy for details.**

You must satisfactorily meet all the requirements of the VET qualification as stated in the TAS to achieve the SIT20416 Certificate II in Kitchen Operations. The Statement of Attainment towards SIT20416 Certificate II in Kitchen Operations will only be the possible AQF outcome if at least one UoC has been achieved.

## ADDITIONAL SUPPORT FOR STUDENTS COMPLETING THE PRELIMINARY AND HSC COURSES.

Students undertaking the Preliminary and Higher School Certificate can be provided with additional support and provisions that could assist them in completing exams and assessment tasks, to the very best of their ability. The Board of Studies encourages eligible students to make use of this support during their Preliminary course so that when the HSC examinations begin, they are familiar with the process and are given every opportunity to show the Board of Studies what they know and can do.

There is a range of provisions that can be allocated to a student based on learning, medical, vision or hearing difficulties. A comprehensive list of difficulties that students are able to access is attached. In order to access these at the HSC exam, an application must be lodged with the Board of Studies. However, we can provide them at a school level for Years 11 and 12. These provisions can be provided for all school-based assessment tasks and examinations. Medical evidence will need to be provided to the school to support these provisions.

Many students that are eligible for provisions are known to staff, but other students are encouraged to ask if they believe they meet the criteria on the list attached. Students are to see Mrs McNamara if they believe they may be eligible and would like to access these provisions. Parents are welcome to contact either Mrs McNamara or Mr M Brigden on 60254711 if they have any questions, Murray High School and the Board of Studies support students in doing their best in their Preliminary and HSC years and will offer any support for which they are eligible

### TABLE OF SPECIAL EXAMINATION PROVISIONS

All applications must include detailed teacher comments.

#### Learning Difficulties

Difficulty/ Impairment In Examination	Some Possible Provisions	Minimum Documentation
Difficulty in reading and comprehending the written word <ul style="list-style-type: none"> <li>• slow reading speed</li> <li>• low level of reading accuracy</li> <li>• poor comprehension</li> </ul>	Reader, extra time, exam supervision	Current individual reading test results  Essay Teacher comments
Slow writing rate	Writer, personal computer, exam supervision	Essays Teacher comments
Severe spelling difficulty that impedes communication	Writer, exam supervision	Spelling test results Essays Teacher comments
Illegible handwriting	Computer, writer, extra time to rest, exam supervision	Essays Teacher comments

#### Hearing Difficulties

Difficulty Impairment in Examination	Some Possible Provisions	Minimum Documentation
Mild to moderate hearing loss. Difficulty hearing and understanding vocal instructions	Seating at front, individual instructions, exam supervision	Unaided audiogram and report Teacher comments
Severe to profound deafness. Difficulty conceptualising from the written word	Oral interpreter, sign interpreter, dictionary/thesaurus, extra time, individual supervision, alternative English-literacy paper	Unaided audiogram and report Teacher comments

### Vision Difficulties

<b>Difficulty/ Impairment in Examination</b>	<b>Some Possible Provisions</b>	<b>Minimum Documentation</b>
Vision impairment Difficulty in reading standard print and interpreting stimulus resource material	Large print papers, vision aids, exam supervision, extra time, writer, reader, computer, additional lighting, alternative question or strategies	Medical/vision report Audio/vision /tactile efficiency profile Teacher comments
Difficulty seeing exam text Requires braille	Braille, Braille exam papers, personal computer, extra time, exam supervision, writer, reader, alternative questions or strategies.	Medical/vision report Audio/vision/tactile Efficiency profile Teacher comments
Difficulty with light Sensitivity to white paper	Transparency overlay, coloured paper, large print papers, extra time to rest	Medical/vision report (evidence of sensitivity is required) Teachers comment

### Medical Difficulties

<b>Difficulty/ Impairment in Examination</b>	<b>Some Possible Provision</b>	<b>Minimum Documentation</b>
Hand/arm Difficulty with writing <ul style="list-style-type: none"> <li>Discomfort/pain prevents writing or cast etc. reduces mobility</li> <li>Excessive fatigue of hand</li> </ul>	Computer, writer, extra time to rest	Current medical report Two timed handwritten essays One timed typed essay (if a PC is requested) Teacher comments
Chronic fatigue syndrome/ME cases Tiredness/inability to concentrate due to illness, e.g., Chronic fatigue syndrome, post viral syndrome, ME, glandular fever	Ventilation, extra time to rest, bite sized food, writer, home/hospital supervision	Medical report  Teacher comments should include number of days absent due to illness  Teacher comments
Migraine	Extra time individual supervision	Medical report Teacher comments
Post-traumatic stress/Psychological	Extra time Individual supervision	Medical report Teacher comments
Head injury sustained within the past three years Mental processing difficulty or slowness Head injury sustained more than three years ago Refer to Learning Difficulties (previous page) for possible provisions and minimum documentation	Writer, reader, extra time to rest, medication, extra time	Medical report Teacher comments



Diabetes Need to monitor blood sugar	Diabetic provisions as required, toilet breaks	Medical report Teacher comments  If applicable, specific reference should be made to the need for  toilet breaks
Epilepsy May suffer from epileptic seizure during examinations	Separate supervision, medication	Medical report Teacher comments
ADD/ADHD Difficulty with focusing and impulse control	Extra time to rest, medication	Medical report Teacher comments
Back Injury Discomfort/pain due to back injury, significant pain after prolonged sitting	Extra time to rest, exam supervision padded chair pillow special chair seating at back permission to move	Medical report Teacher comments
Pregnancy In hospital for birth Breastfeeding	Rest/feeding breaks separate supervision home/ hospital supervision toilet breaks bite size food drink padded chair pillow, permission to move	Medical report  Expected date of delivery must be included Teacher comments
Psychological Anxiety preventing performance in a group situation	Extra time to rest Individual supervision	Psychological or psychiatric report, GP medical report Teacher comments
Autistic Spectrum Disorder Behavioural difficulties preventing performance in a group situation	Separate supervision, extra time to rest, permission to move, toilet breaks	Specialist medical report Detailed teacher comments
Depressive/Obsessive /Compulsive Disorder Difficulty with cognitive and/or concentration	Extra time to rest, Individual supervision	Psychological or psychiatric report Teacher comments
Medication Change in medication which causes an inability to concentrate Drowsiness during exam	Extra time to rest, ventilation, permission to move, medication	Medical report Teacher comments
Chronic physical difficulties Paraplegia, muscular dystrophy, cerebral palsy etc.	Special desk, extra time to rest, permission to move, toilet breaks, seating at back, computer, extra time, individual supervision, writer, reader	Medical report  Teacher comments
Infectious disease Chicken pox, measles, glandular fever etc.	Individual supervision, home/hospital supervision	Medical report  Teacher comments

## Year 11 Preliminary Course Assessment Calendar 2025

Term One (2025)	Assessment Task	Line
<b>Week 1</b>		
<b>Beginning 27 Jan</b>		
<b>Week 2</b>		
<b>Beginning 3 Feb</b>		
<b>Week 3</b>		
<b>Beginning 10 Feb</b>		
<b>Week 4</b>		
<b>Beginning 17 Feb</b>		
<b>Week 5</b>		
<b>Beginning 24 Feb</b>		
<b>Week 6</b>		
<b>Beginning 3 Mar</b>		
<b>Week 7</b>		
<b>Beginning 10 Mar</b>		
<b>Week 8</b>	Agriculture – Task 1	2
<b>Beginning 17 Mar</b>	Visual Design – Task 1	5
<b>Week 9</b>	Ancient History – Task 1	6
<b>Beginning 24 Mar</b>	English Advanced – Task 1	1
	English Standard– Task 1	1
	English Studies – Task 1	1
	Music 1 – Task 1	6
	PD Health PE – Task 1	6
<b>Week 10</b>	Biology – Task 1	5
<b>Beginning 31 Mar</b>	Drama – Task 1	OL
	Exploring Early Childhood – Task 1	4
	Sport, Lifestyle & Recreation Studies – Task 1	4
	Work Studies – Task 1	5
<b>Week 11</b>	Business Studies – Task 1	3
<b>Beginning 7 Apr</b>	English Extension – Task 1	7
	Industrial Technology-Timber & Furniture Technologies – Task 1	6
	Modern History – Task 1	3
	Visual Art – Task 1	3

<b>Term Two (2025)</b>	<b>Assessment Task</b>	<b>Line</b>
<b>Week 1</b> <b>Beginning 28 Apr</b>		
<b>Week 2</b> <b>Beginning 5 May</b>	Community & Family Studies – Task 1	5
	Society & Culture – Task 1	4
<b>Week 3</b> <b>Beginning 12 May</b>	Chemistry – Task 1	3
	Physics – Task 1	4
<b>Week 4</b> <b>Beginning 19 May</b>	Mathematics Standard 1 – Task 1	2
	Mathematics Standard 2 – Task 1	2
	Mathematics Advanced – Task 1	2
	Mathematics Extension 1 – Task 1	7
<b>Week 5</b> <b>Beginning 26 May</b>		
<b>Week 6</b> <b>Beginning 2 Jun</b>	Biology – Task 2	5
	English Studies – Task 2	1
<b>Week 7</b> <b>Beginning 9 Jun</b>	Drama – Task 2	OL
	Exploring Early Childhood – Task 2	4
	Modern History – Task 2	3
	Sport, Lifestyle & Recreation Studies – Task 2	4
<b>Week 8</b> <b>Beginning 16 Jun</b>	Agriculture – Task 2	2
	Community & Family Studies – Task 2	5
	Mathematics Standard 1 – Task 2	2
	Mathematics Standard 2 – Task 2	2
	Mathematics Advanced – Task 2	2
	Visual Design – Task 2	5
	Work Studies – Task 2	5
<b>Week 9</b> <b>Beginning 23 Jun</b>	English Advanced – Task 2	1
	English Standard – Task 2	1
	Mathematics Extension 1 – Task 2	7
<b>Week 10</b> <b>Beginning 30 Jun</b>	Ancient History – Task 2	6
	Business Studies – Task 2	3
	English Extension – Task 2	7
	Music 1 – Task 2	6
	PD Health PE – Task 2	6
	Visual Art – Task 2	3

Term Three (2025)	Assessment Task	Line
<b>Week 1</b> <b>Beginning 21 July</b>		
<b>Week 2</b> <b>Beginning 28 July</b>	Society & Culture – Task 2	<b>4</b>
<b>Week 3</b> <b>Beginning 4 Aug</b>	Chemistry – Task 2	3
	Physics – Task 2	4
<b>Week 4</b> <b>Beginning 11 Aug</b>		
<b>Week 5</b> <b>Beginning 18 Aug</b>	Industrial Technology-Timber & Furniture Technologies – Task 2	6
<b>Week 6</b> <b>Beginning 25 Aug</b>	Exploring Early Childhood – Task 3	4
	Work Studies – Task 3 - Work Experience	5
<b>Week 7</b> <b>Beginning 1 Sept</b>	English Studies -Task 3	1
	Drama – Task 3	OL
	Sport, Lifestyle & Recreation Studies – Task 3	4
<b>Week 8</b> <b>Beginning 8 Sept</b>	<b>FINAL EXAMS</b>	
<b>Week 9</b> <b>Beginning 15 Sept</b>	Music 1 – Task 3	6
	Visual Design – Task 3	5
	VET Course-Certificate II in Kitchen Operations-Work Placement	6
<b>Week 10</b> <b>Beginning 29 Sept</b>	VET Course-Certificate II in Kitchen Operations-Work Placement	6

## A GLOSSARY OF KEY WORDS

Syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account: narrate a series of events or transactions
Analyse	Identify components and the relationship between; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; or put together items or arguments
Contrast	Show how things are different or opposite
Critically	Add a degree or level of accuracy, depth, knowledge and understanding, logic, (analyse/questioning, reflection and quality to (analysis/evaluation) evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and / or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/ or how

Extract	Choose relevant and / or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

