

MURRAY HIGH SCHOOL

Stage 6 Preliminary Course Assessment Policy

2024



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**MURRAY HIGH SCHOOL
HIGHER SCHOOL CERTIFICATE
PRELIMINARY COURSE ASSESSMENT 2024**

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INTRODUCTION

To the student,

Welcome to the Senior School at Murray High School. 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 Policy 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, or other schools/colleges **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 2024 are listed in the table below;

Line 1	Line 2	Line 3	Line 4	Line 5	Line 6	Line 7
English -Advanced English -Standard 1 English -Standard 2 English Studies	Mathematics -Advanced Mathematics -Numeracy Mathematics -Standard 1 Mathematics -Standard 2 Italian Beginners Visual Design	Ancient History Community and Family Studies Chemistry Music 1 Sport, Lifestyle and Recreation	Agriculture Hospitality 1- VET Cert 2 in Cookery Legal Studies Society & Culture Software Engineering	Biology Business Studies Drama Exploring Early Childhood Work Studies	Hospitality 2- VETCert 2 in Cookery Industrial Tech: Timber Products & Furniture Tech Modern History PDHPE Visual Arts	English -Extension 1 Maths -Extension 1

It is YOUR responsibility to follow the procedures outlined below.

ASSESSMENT OF OUTCOMES

All schools are required to submit an Assessment of Student Achievement to NESA 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 NESA.

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 NESA. 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 School Achievement. You are required to complete school-based assessment tasks for the Board Developed and 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 School Achievement and the Course Report. The certificate shows your name and school. NESA issues the HSC Record of School Achievement to students who have satisfactorily completed any Preliminary or HSC courses. Students accumulating their courses will receive a Record of School Achievement for each calendar year of study. HSC results of courses satisfactorily completed appear on the **HSC Record of School 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
- A 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 NESA, and is reported on a scale of 0 to 99.95. Your ATAR indicates your position relative to the students who started high school with you.

From 2025, there will be no distinction between Category A and Category B courses.

To be eligible for an ATAR in NSW, you must satisfactorily complete at least 10 units of HSC courses. These courses must include at least:

- 10 units of Board Developed courses
- 2 units of English
- three Board Developed courses of 2 units or greater
- four subject areas.

Your ATAR is then calculated from your:

- best 2 units of English
- best 8 units from your remaining units.

WHEN WILL I BE ASSESSED?

For all Board courses, formal assessment will not begin until after Week 8, 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 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.

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. NESAs require 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. Where you have been absent on the day the assessment task was due and the task was not handed in, due to illness or 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 before roll call or signing in. 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 reasons 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.

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.

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.

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 provide appropriate documentation to the school.

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 truant's 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/Deputy 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.

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. NESAs 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 NESAs
- 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.” (ACE 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.

MONITORING PROCEDURES – STUDENT PROGRESS

The Department of Education, Student Behaviour Procedures Kindergarten to Year 12, Implementation Document for the Student Behaviour Policy outlines the grounds on which students of post-compulsory age (17+) may be expelled from a particular school.

Grounds for Expulsion

- (only for students over 17 years of age) unsatisfactory participation in learning, where:
 - a student has received a minimum of 2 written ‘N’ warnings in the same course from the Principal because they are at risk of receiving an ‘N’ determination (non-completion of course requirements for this course)
 - the unsatisfactory participation in learning has a negative impact on the learning and/or wellbeing of other students.

NESA Policy

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

- *followed the course developed or endorsed by the Board; and*
- *applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school, and*
- *achieved some or all of the course outcomes*
- *made a genuine attempt at assessment tasks, which contribute in excess of 50% of available marks, and*
- *[in a competency - based course] made a genuine attempt to complete the course.*

For individual subjects, specific warnings are issued. NESA 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.

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:

- followed the course
- applied yourself with diligence and sustained effort to the set tasks and experiences that the school provided in the course
- 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

The NESAs 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 NESAs does not stipulate attendance requirements, Principals may determine that, as a result of absence, the course completion criteria may not be met.*" (ACE website).

Where your attendance becomes a concern, 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, may expel you. You have the right to appeal this expulsion decision.

All students are expected to attend school between the hours of 9:00am and 3:25pm, Monday to Friday. It is expected that students will attend study, on site, on Wednesday afternoons as referred to in the Murray High School Students Study Policy 2022.

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" Determination for the VET course where the hours have not been completed.

PROCEDURES TO BE FOLLOWED IF IT'S CONSIDERED THAT YOU ARE NOT MEETING NESAs REQUIREMENTS

THE 'N' - WARNING PROCESS

An 'N' warning letter lets you know that the student's performance is unsatisfactory in a particular course. The process is designed to identify if you are an 'at risk' student and to provide solutions in the form of school support. It is aimed at helping you rather than excluding you.

You will have two weeks to "redeem" yourself 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 you do not complete the work the warning remains "live" and counts towards an 'N Determination' in the course. If you end up with two "live" 'N' letters in any one course, you may receive the 'N Determination'. This means that you have unsatisfactory completed the course. You may appeal the 'N' Determination'.

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 met 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.

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, consisting of a Head Teacher, Deputy Principal and Principal, will meet to decide on any matters relating to your HSC Assessment and especially when a review has been requested. 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.

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

The NESA website 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.

MURRAY HIGH SCHOOL EXAMINATION RULES

Attendance at Year 11 examinations is **compulsory**. Students do not attend roll call. 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 on 02 6025 4711
- before the exam but you can still attend
 - tell Deputy Principal when you arrive
- during an exam and it may have affected your performance
 - tell the Supervising Teacher.

An Absence from Assessment Task form (see Deputy Principal) will need to be completed and alternative arrangements made to complete examinations missed.

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.

Students are not to have phones/programmable watches/fit bits (or similar devices) in the examination room.

Students may leave equipment at the back of the examination room. No folders, notes or unauthorized electronic devices are to be taken to desks.

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.

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:

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.....

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.

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.....
.....

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.

Board Developed Courses	
Agriculture	2 Unit
Ancient History	2 Unit
Biology	2 Unit
Business Studies	2 Unit
Chemistry	2 Unit
Community and Family Studies	2 Unit
Drama	2 Unit
English Advanced	2 Unit
English Standard 1 & 2	2 Unit
English Studies	2 Unit
English Extension 1	1 Unit
Industrial Technology - Timber Products and Furniture Technologies	2 Unit
Italian Beginners	2 Unit
Legal Studies	2 Unit
Mathematics Advanced	2 Unit
Mathematics Standard 1	2 Unit
Mathematics Standard 2	2 Unit
Mathematics Extension 1	1 Unit
Modern History	2 Unit
Music 1	2 Unit
PD/Health/PE	2 Unit
Society & Culture	2 Unit
Software Engineering	2 Unit
Visual Art	2 Unit
Board Endorsed or Content Endorsed Courses	
Exploring Early Childhood	2 Unit
Mathematics Numeracy	2 Unit
Sport, Lifestyle and Recreation Studies	2 Unit
Visual Design	2 Unit
Work Studies	2 Unit
Board Developed VET Courses	
Hospitality-SIT20421 Certificate II in Cookery	2 Unit

AGRICULTURE

	Task 1	Task 2	Task 3	
COMPONENTS	Plant /Animal Research Task	Farm Case Study	Final Exam	Total Weight
	T1 Wk 8	T3 Wk 3	T3 Wk 7/8	
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
Total Weight	30	30	40	100
Outcomes	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

	Task 1	Task 2	Task 3	
COMPONENTS		Historical Investigation	Final Exam	Total Weight
	T1 Wk 10	T2 Wk 10	T3 Wk 7/8	
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
Total Weight	30	30	40	100
Outcomes	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

Components	Task 1	Task 2	Task 3	Total Weight
	Depth Study Presentation	Practical Investigation	Final Exam	
	T1 Wk 9	T2 Wk 7	T3 Wk 7/8	
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

	Task 1	Task 2	Task 3	
COMPONENTS	Nature of Business Research Task	Business Plan	Final Exam	Total Weight
	T1 Wk 11	T2 Wk 10	T3 Wk 7/8	
Knowledge and Understanding of Course Content	10	10	20	40
Stimulus-based skills		5	5	10
Inquiry and Research	10	10	5	20
Communication of Business information, ideas and issues	10	5	10	30
Total Weight	30	30	40	100
Outcomes	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

	Task 1	Task 2	Task 3	
COMPONENTS	Quantitative Chemistry Research Task	Reaction Rates Depth Study Practical Task	Final Exam	Total Weight
	T2 Wk 3	T3 Wk 3	T3 Wk 7/8	
Knowledge and Understanding	10	10	20	40
Working Scientifically	20	30	10	60
Total Weight	30	40	30	100
Outcomes	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

	Task 1	Task 2	Task 3	Total Weight
COMPONENTS	Interview Resource Management	Case Study Individual and Groups	Final Exam	
	T2 Wk 3	T2 Wk 8	T3 Wk 7/8	
Knowledge and understanding of course content	15	15	10	40
Skills in critical thinking, research methodology, analysing and communicating	20	20	20	60
Total Weight	35	35	30	100
Outcomes	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

COMPONENTS	Task 1	Task 2	Task 3	Total Weight
	Presentation of Individual Performance	Elements of production in performance	Theatrical Styles: Group Performance and Research Essay Final Exam	
	T1 Wk 9	T2 Wk 7	T3 Wk 7/8	
Making	10	20	10	40
Performing	20		10	30
Critically studying		10	20	30
Total Weight	30	30	40	100
Outcomes	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 1 & 2

COMPONENTS	Task 1	Task 2	Task 3	Total Weight
	Reading to Write	Multimodal Contemporary Possibilities	Final Exam	
	T1 Wk 9	T2 Wk 9	T3 Wk 7/8	
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
Total Weight	30	40	30	100
Outcomes	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	
	T1 Wk 9	T2 Wk 6	T3 Wk 6	
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
Total Weight	30	30	40	100
Outcomes	ES11-1, ES11-4 ES11-5, ES11-6	ES11-2, ES11-6 ES11-7, ES11-8	ES11-1, ES11-3 ES11-4, ES11-5 ES11-7, ES11-9 ES11-10	

- 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	
	T1 Wk 9	T2 Wk 9	T3 Wk 7/8	
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
Total Weight	30	40	30	100
Outcomes	EA11-3, EA11-5, EA11-9	EA11-1, EA11-2, EA11-3, EA11-5, EA11-7, EA11-9	EA11-1, EA11-3, EA11-5, EA11-6, EA11-8	

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	
	T1 Wk 11	T2 Wk 9	T3 Wk 7/8	
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
Total Weight	30	40	30	100
Outcomes	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	
	T1 Wk 9	T2 Wk 10	T3 Wk 6	
Core A Pregnancy and Childbirth	30			30
Core B Child Growth and Development		30		30
Core C Promoting Positive Behaviour			40	40
Total Weight	30	30	40	100
Outcomes	EC1.1,1.4,2.1,5.1, 6.1,6.2	Could come from all Core A and Core B outcomes	EC1.2,1.3,1.4,2.4, 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 PRODUCTS & FURNITURE TECHNOLOGIES

COMPONENTS	Task 1	Task 2	Task 3	Total Weight
	Plan, Design and Communication	Practical Project and Portfolio	Final Exam	
	T1 Wk 11	T3 Wk 5	T3 Wk 7/8	
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
Total Weight	20	40	40	100
Outcomes	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

ITALIAN BEGINNERS

Components	Task 1	Task 2	Task 3	Total Weight
			Final Exam	
	T1 Wk 8	T2 Wk 8	T3 Wk 7/8	
Listening		15	15	30
Reading	15		15	30
Speaking		15	5	20
Writing	15		5	20
Total Weight	30	30	40	100
Outcomes	1.1,1.3,2.1,2.2, 2.5	2.2,2.3,2.4, 3.1,3.2	1.1,1.2,1.3,1.4, 2.1,2.2,2.3,2.4,2.5, 2.6,3.1,3.2,3.3,3.4	

A student:

- 1.1 establishes and maintains communication in Italian
- 1.2 manipulates linguistic structures to express ideas effectively in Italian
- 1.3 sequences ideas and information
- 1.4 applies knowledge of the culture of Italian-speaking communities to interact appropriately

- 2.1 understands and interprets information in text using a range of strategies
- 2.2 conveys the gist of and identifies specific information in texts
- 2.3 summarises the main points of a text
- 2.4 draws conclusions from or justifies an opinion about a text
- 2.5 identifies the purpose, context and audience of a text
- 2.6 identifies and explains aspects of the culture of Italian-speaking communities in texts
- 3.1 produces texts appropriate to audience, purpose and context
- 3.2 structures and sequences ideas and information
- 3.3 applies knowledge of diverse linguistic structures to convey information and express original ideas in Italian
- 3.4 applies knowledge of the culture of Italian-speaking communities to the production of texts

LEGAL STUDIES

COMPONENTS	Task 1	Task 2	Final Exam	Total Weight
	Media File Name of Topic: The Legal System	Oral Presentation Name of Topic: Law in Practice	Name of Topic: All	
	T1 Wk 8	T3 Wk 4	T3 Wk 8	
Knowledge and understanding of course content	5	10	25	40
Analysis and Evaluation	5	5	10	20
Inquiry and Research	10	10		20
Communication of legal information, ideas and issues in appropriate forms	5	10	5	20
Total Weight	25	35	40	100
Outcomes	P1, P4, P6, P7, P8, P9	P1, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10	

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

MATHEMATICS NUMERACY

COMPONENTS	Task 1	Task 2	Final Exam	Total Weight
	T2 Wk 2	T3 Wk 4	T3 Wk 7/8	
Understanding Fluency and Communicating	15	15	20	50
Problem Solving Reasoning and Justification	15	15	20	50
Total Weight	30	30	40	100
Outcomes	Notification of outcomes being assessed will be given prior to the assessment task.			

N6-1.1 recognises and applies functional numeracy concepts in practical situations, including personal and community, workplace and employment, and education and training contexts

N6-1.2 applies numerical reasoning and mathematical thinking to clarify, efficiently solve and communicate solutions to problems

N6-1.3 determines whether an estimate or an answer is reasonable in the context of a problem, evaluates results and communicates conclusions

N6-2.1 chooses and applies appropriate operations with whole numbers, familiar fractions and decimals, percentages, rates and ratios to analyse and solve everyday problems

N6-2.2 chooses and applies efficient strategies to analyse and solve everyday problems involving metric relationships, distance and length, area, volume, time, mass, capacity and temperature

N6-2.3 chooses and applies efficient strategies to analyse and solve everyday problems involving data, graphs, tables, statistics and probability

N6-2.4 chooses and applies efficient strategies to analyse and solve everyday problems involving money and finance

N6-2.5 chooses and applies efficient strategies to analyse and solve everyday problems involving location, space and design

N6-3.1 chooses and uses appropriate technology to access, organise and interpret information in a range of practical personal and community, workplace and employment, and education and training contexts

N6-3.2 chooses and uses appropriate technology to analyse and solve problems, represent information and communicate solutions in a range of practical contexts

MATHEMATICS STANDARD 1

COMPONENTS	Task 1	Task 2	Final Exam	Total Weight
	T2 Wk 2	T2 Wk 8	T3 Wk 7/8	
Understanding Fluency and Communicating	15	15	20	50
Problem Solving Reasoning and Justification	15	15	20	50
Total Weight	30	30	40	100
Outcomes	Notification of outcomes being assessed will be given prior to the assessment task.			

- 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
	T2 Wk 2	T2 Wk 8	T3 Wk 7/8	
Understanding Fluency and Communicating	15	15	20	50
Problem Solving Reasoning and Justification	15	15	20	50
Total Weight	30	30	40	100
Outcomes	Notification of outcomes being assessed will be given prior to the assessment task.			

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
	T2 Wk 2	T2 Wk 8	T3 Wk 7/8	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total Weight	30	30	40	100
Outcomes	Notification of outcomes being assessed will be given prior to the assessment task.			

- 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	Final Exam	Total Weight
	T2 Wk 2	T2 Wk 9	T3 Wk 7/8	
Understanding, Fluency and Communicating	15	15	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total Weight	30	30	40	100
Outcomes	Notification of outcomes being assessed will be given prior to the assessment task.			

- 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

	Task 1	Task 2	Task 3	
COMPONENTS	Analytical Response	Historical Investigation	Final Exam	Total Weight
	T1 Wk 10	T2 Wk 7	T3 Wk 7/8	
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
Total Weight	30	30	40	100
Outcomes	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

	Task 1	Task 2	Task 3	
COMPONENTS	Performance and Viva Voce	Composition and Analysis	Performances and Aural E/xam	Total Weight
	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9	
Composition		25		25
Performance	10		15	25
Aural			25	25
Musicology	15	10		25
Total Weight	25	35	40	100
Outcomes	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

COMPONENTS	Task 1	Task 2	Task 3	Total Weight
	Application of Body in Motion	Research Essay on Better Health for Individuals	Final Exam	
	T1 Wk 10	T2 Wk 7	T3 Wk 7/8	
Knowledge and understanding of factors that affect health. The way the body moves	15	15	10	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
Total Weight	35	35	30	100
Outcomes	P7, P8, P9 P10, P16, P17	P1, P2, P3, P4 P5, P6, P15, P16	ALL	

- P1 identifies and examines why individuals give different meanings to health
- P2 explains how a range of health behaviours affect an individual's health
- P3 describes how an individual's health is determined by a range of factors
- P4 evaluates aspects of health over which individuals can exert some control
- P5 describes factors that contribute to effective health promotion
- P6 proposes actions that can improve and maintain an individual's health
- P7 explains how body systems influence the way the body moves
- P8 describes the components of physical fitness and explains how they are monitored
- P9 describes biomechanical factors that influence the efficiency of the body in motion
- P10 plans for participation in physical activity to satisfy a range of individual needs
- P11 assesses and monitors physical fitness levels and physical activity patterns
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings(option1)
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information
- P16 uses a range of sources to draw conclusions about health and physical activity concepts
- P17 analyses factors influencing movement and patterns of participation

SOCIETY AND CULTURE

COMPONENTS	Task 1	Task 2	Task 3	Total Weight
	Social and Cultural World Essay	Personal and Social Identity Mini-PIP	Final Exam	
	T2 Wk 2	T3 Wk 2	T3 Wk 7/8	
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
Total Weight	25	40	35	100
Outcomes	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

SOFTWARE ENGINEERING

COMPONENTS	Task 1	Task 2	Task 3	Total Weight
	Programming portfolio and research task	Mechatronic programming project	Final Exam	
	T1 Wk 8	T2 Wk 8	T3 Wk 7/8	
Knowledge and understanding of course content	15	20	15	50
Knowledge and skills in the practical application of the content	15	20	15	50
Total Weight	30	35	35	100
Outcomes	SE-11-02 SE-11-03 SE-11-04 SE-11-05 SE-11-08	SE-11-01 SE-11-06 SE-11-07 SE-11-08 SE-11-09	SE-11-01 SE-11-02 SE-11-06 SE-11-07 SE-11-08	

SE-11-01 describes methods used to plan, develop and engineer software solutions

SE-11-02 explains how structural elements are used to develop programming code

SE-11-03 describes how current hardware, software and emerging technologies influence the development of software engineering solutions

SE-11-04 applies safe and secure practices to collect, use and store data

SE-11-05 describes the social, ethical and legal implications of software engineering on the individual, society and the environment

SE-11-06 applies tools and resources to design, develop, manage and evaluate software

SE-11-07 implements safe and secure programming solutions

SE-11-08 applies language structures to refine code

SE-11-09 manages and documents the development of a software project

SPORT, LIFESTYLE AND RECREATION STUDIES

COMPONENTS	Task 1	Task 2	Task 3	Total Weight
	Describe how societal influences impact on the nature of sport in Australia	Application of skill development, training and strategy Games and Sport Applications 1	Development and implementation of a fitness and resistance training program	
	T1 Wk 10	T2 Wk 8	T3 Wk 9	
Knowledge and understanding of the factors that influence health and participation in physical activity	15	20	20	55
Skills in critical thinking, research, analysing and communicating	20	15	10	45
Total Weight	35	35	30	100
Outcomes	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	Task 2	Task 3	Total Weight
	Art Diary Practical Piece 1	Art Diary Practical Piece 2	Final Exam	
	T1 Wk 11	T2 Wk 7	T3 Wk 7/8	
Art Making	25	25		50
Art Criticism & Art History	10	15	25	50
Total Weight	35	40	25	100
Outcomes	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	Task 1	Task 2	Task 3	Total Weight
	Wearable Design WD2: Jewellery & Accessories	Interior/Exterior Design	Individual Collaborative Design	
	T1 Wk 8	T2 Wk 8	T3 Wk 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
Total Weight	30	30	40	100
Outcomes	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	Resume & Cover Letter	Work Experience	
	T1 Wk 9	T2 Wk 7	T3 Wk 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	
Knowledge and understanding	10	10	10	30
Skills	20	20	30	70
Total Weight	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.

Cookery SIT20421 Certificate II in Cookery

Assessment Plan			Evidence gathering techniques				
Assessment Tasks	Competency codes	Units of competency	Questioning – written or oral related to knowledge e.g. quizzes, interviews	Product based method – structured activities e.g. role plays, presentation, reports	Direct observation – real time/simulated environment	Portfolio- A collection of annotated work samples compiled by the learner.	3 rd Party Reports Work placement Booklet
Task 1 - Safety in the kitchen	SITXWHS005	Participate in safe work practices	X	X	X		
	SITXFSA005	Use hygienic practices for food safety	X		X		
	SITXFSA006	Participate in safe food handling practices	X	X	X		
	SITXCCS011	Interact with customers	X	X	X		
Task 2 - Service please	SITXCOM007	Show social and cultural sensitivity	X	X	X		
	SITHCCC025	Prepare and present sandwiches	X		X		
Task 3- Let's start cooking and cleaning	SITHKOP009	Clean kitchen premises and equipment	X	X	X		
	SITXINV006	Receive, store and maintain stock	X	X	X		
Task 4 - Pack it up	SITHCCC026	Package prepared foodstuffs	X	X	X		
Task 5 – Plate it up	SITHCCC023	Use food preparation equipment	X		X		
	SITHCCC024	Prepare and present simple dishes	X		X		
Task 6 – There's no i in team	SITHCCC027	Prepare dishes using basic methods of cookery	X		X		
	SITHCCC034	Work effectively in a commercial kitchen	X		X		X

You must satisfactorily meet all the requirements of the VET qualification as stated in the Training and Assessment Strategy (TAS) to achieve the SIT20421 Certificate II in Cookery. The Statement of Attainment towards SIT20421 Certificate II in Cookery will be the only possible Australian Qualification Framework (AQF) outcome if at least one Unit of Competency (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 02 6025 4711 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"> • slow reading speed • low level of reading accuracy • poor comprehension 	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

Difficulty/ Impairment in Examination	Some Possible Provisions	Minimum Documentation
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

Difficulty/ Impairment in Examination	Some Possible Provision	Minimum Documentation
Hand/arm Difficulty with writing <ul style="list-style-type: none"> • Discomfort/pain prevents writing or cast etc. reduces mobility • Excessive fatigue of hand 	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 2024

Term One (2024)	Assessment Task	Line
Week 2		
Beginning 5 Feb		
Week 3		
Beginning 12 Feb		
Week 4		
Beginning 19 Feb		
Week 5		
Beginning 26 Feb		
Week 6		
Beginning 4 Mar		
Week 7		
Beginning 11 Mar		
Week 8 Beginning 18 Mar	Agriculture – Task 1	4
	Italian Beginners – Task 1	2
	Legal Studies – Task 1	4
	Software Engineering – Task 1	4
	Visual Design – Task 1	2
Week 9 Beginning 25 Mar	Biology – Task 1	5
	Drama – Task 1	5
	English Advanced – Task 1	1
	English Standard 1 & 2 – Task 1	1
	English Studies – Task 1	1
	Exploring Early Childhood – Task 1	5
	Work Studies – Task 1	5
Week 10 Beginning 2 Apr	Ancient History – Task 1	3
	Modern History – Task 1	6
	Music 1 – Task 1	3
	PD Health PE – Task 1	6
	Sport, Lifestyle & Recreation Studies – Task 1	3
Week 11 Beginning 8 Apr	Business Studies – Task 1	5
	English Extension 1 – Task 1	7
	Industrial Technology-Timber Products & Furniture Technologies – Task 1	6
	Visual Art – Task 1	6

Term Two (2024)	Assessment Task	Line
Week 1 Beginning 30 Apr		
Week 2 Beginning 6 May	Mathematics Numeracy – Task 1	2
	Mathematics Standard 1 – Task 1	2
	Mathematics Standard 2 – Task 1	2
	Mathematics Advanced – Task 1	2
	Mathematics Extension 1 – Task 1	7
	Society & Culture – Task 1	4
Week 3 Beginning 13 May	Chemistry – Task 1	3
	Community & Family Studies – Task 1	3
Week 4 Beginning 20 May		
Week 5 Beginning 27 May		
Week 6 Beginning 3 June	English Studies – Task 2	1
Week 7 Beginning 11 Jun	Biology – Task 2	5
	Drama – Task 2	5
	Modern History – Task 2	6
	PD Health PE – Task 2	6
	Visual Art – Task 2	6
	Work Studies – Task 2	5
Week 8 Beginning 17 Jun	Community & Family Studies – Task 2	3
	Italian Beginners – Task 2	2
	Mathematics Standard 1 – Task 2	2
	Mathematics Standard 2 – Task 2	2
	Mathematics Advanced – Task 2	2
	Software Engineering – Task 2	4
	Sport, Lifestyle & Recreation Studies – Task 2	3
	Visual Design – Task 2	2
Week 9 Beginning 24 Jun	English Advanced – Task 2	1
	English Extension 1 – Task 2	1
	English Standard 1 & 2 – Task 2	1
	Mathematics Extension 1 – Task 2	7
Week 10 Beginning 1 Jul	Ancient History – Task 2	3
	Business Studies – Task 2	5
	Exploring Early Childhood – Task 2	5
	Music 1 – Task 2	3

Term Three (2024)	Assessment Task	Line
Week 1 Beginning 23 July		
Week 2 Beginning 29 July	Society & Culture – Task 2	4
Week 3 Beginning 5 Aug	Agriculture – Task 2	4
	Chemistry – Task 2	3
Week 4 Beginning 12 Aug	Legal Studies – Task 2	4
	Mathematics Numeracy – Task 2	2
Week 5 Beginning 19 Aug	Industrial Technology-Timber & Furniture Technologies – Task 2	6
Week 6 Beginning 26 Aug	English Studies -Task 3	1
	Exploring Early Childhood – Task 3	5
	Work Studies – Task 3 - Work Experience	5
Week 7 Beginning 2 Sept	FINAL EXAMS	
Week 8 Beginning 9 Sept	FINAL EXAMS	
Week 9 Beginning 16 Sept	Music 1 – Task 3	3
	Sport, Lifestyle & Recreation Studies – Task 3	3
	Visual Design – Task 3	2
	VET Course-Certificate II in Kitchen Operations-Work Placement	4,6
Week 10 Beginning 23 Sept	VET Course-Certificate II in Kitchen Operations-Work Placement	4,6

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

