

Francis Greenway High School

Respect, Responsibility, Cooperation, Commitment



HIGHER SCHOOL CERTIFICATE
ASSESSMENT INFORMATION

YEAR 11 - 2023

COURSE CONTACTS

PRINCIPAL	Mr Higginbottom
DEPUTY PRINCIPAL	Mr Brownsmith
YEAR ADVISER	Miss Holland
NESA CONTACT	Mr Brownsmith

Ancient History	Mr Perry
Biology	Mr Bromley
Business Studies	Mr Perry
Community & Family Studies	Ms Johnston
Construction (VET)	Ms Attwill
Drama	Mrs Ayres
English Advanced	Ms Walsh
English Standard	
English Studies	
Hospitality (VET)	Ms Attwill
Industrial technology (Timber)	Ms Attwill
Investigating Science	Mr Bromley
Japanese Beginners	Mrs Waller
Legal Studies	Mr Perry

Manufacturing & Engineering (VET)	Ms Attwill
Mathematics Advanced	Mr Abel
Mathematics Extension 1	
Mathematics Standard	
Mathematics Numeracy	
Music	Mrs Ayres
PDHPE	Ms Johnston
Photography	Mrs Ayres
Sport, Lifestyle & Recreation	Ms Johnston
Visual Arts	Mrs Ayres
Work Studies	Mr Perry

HIGHER SCHOOL CERTIFICATE ASSESSMENT BOOKLET

This booklet is issued to students of Francis Greenway High School who are candidates for the Higher School Certificate. Every school is required by the NSW Education Standards Authority (NESA) to devise an assessment programme for each Board-developed and Board-endorsed course operating within the school.

Students are provided with an assessment schedule showing tasks to be completed and weightings for components for each course studied. This information is included in this booklet.

PRELIMINARY HSC COURSE AND HSC COURSE

The Higher School Certificate program is divided into two courses, a Preliminary HSC Course and an HSC Course. **Satisfactory completion** of the Preliminary HSC Course is a **prerequisite** for entry into the HSC Course. For examining purposes, the Preliminary HSC Course is to be regarded as assumed knowledge which has been covered by all candidates. Examination specifications ensure that the major focus of the examination will be on HSC Course content.

The HSC Course is to be defined in terms of course content, i.e., the knowledge, skills and understanding of achievable outcomes.

Preliminary HSC and HSC syllabuses are structured into two approximately equal components. Formal assessment to determine the Higher School Certificate assessment mark awarded by the school takes place only during the HSC Course. At Francis Greenway High School the changeover from Preliminary HSC Course to HSC Course will take place after completion of the Preliminary HSC Course, which for most courses is at the end of the first week of Term 4. Formal HSC assessment will start at this time and continue to the completion of the HSC Course. Since assessment is progressive, each student should be able to determine his/her relative position in each course at any time throughout the course.

The internal assessment of a course for the Higher School Certificate is to be conducted in relation to the HSC Course only, except for mathematics courses. For Mathematics, no more than 20 percent of the assessment is to be based on the Preliminary HSC Course. Assessment for Mathematics Extension 1 can be based on the whole of the Extension 1 course (Preliminary HSC and HSC).

COURSE COMPLETION CRITERIA

The following course completion criteria refer to both Preliminary HSC and HSC Courses.

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

- (a) followed the course developed or endorsed by NESA; and
- (b) applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- (c) achieved some or all of the course outcomes.

If at any time it appears that a student is at risk of being given an 'N' (Non-completion of course requirements) determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) in writing. This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter(s) should be sent.

Students who have not complied with the above requirements at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue an 'N' determination. An appeal process exists for students – details of this are contained later in this booklet.

PRELIMINARY HSC COURSES

Satisfactory completion of the Preliminary HSC Course, or its equivalent, is a prerequisite for entry into a HSC Course (for the exception regarding HSC Mathematics Extension 1 see *Assessment and Curriculum Information for the Mathematics, Mathematics Extension 1 and Mathematics Extension 2 Courses* on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>. In cases of non-completion of course requirements, an 'N' determination will be submitted. Courses that were not satisfactorily completed will not be printed on the Record of Student Achievement.

The Extension courses in English and Mathematics comprise 60 hours of Preliminary HSC, 60 hours of HSC Extension Course 1 and 60 hours of HSC Extension Course 2. HSC Extension Course 1 may not be completed without completion of the Preliminary HSC Extension Course. HSC Extension Course 2 may not be completed without completion of the Preliminary HSC Extension Course and HSC Extension Course 1. With the exception of VET, in all other subjects where extension courses are available, they comprise a 60 hour HSC Course which may not be commenced until the related Preliminary HSC Course has been completed.

Principals may allow a student who has received an 'N' determination to proceed to the HSC Course provisionally while concurrently satisfying any outstanding Preliminary HSC Course requirements. Principals will be required to confirm, at the time of HSC entries, that the student has now satisfactorily completed Preliminary HSC Course requirements and that their entry for the HSC Course is valid.

Students who have received an 'N' determination have a right of appeal.

CREDENTIALING

NESA will withhold a course if a student is found to have engaged in malpractice or a non-serious attempt at the examination(s). The basis for withholding the Higher School Certificate is the Education Act 1990, Section 95.

Note: An 'N' determination or Board decision to withhold a course will have the following consequences:

- in a 1 or 2 unit course, that course will not contribute in that year to the required pattern of study;
- in the common component of a related course, neither that course nor the related extension course will contribute in that year to the required pattern of study;
- in the extension course, that course only will not contribute in that year to the required pattern of study.

ATTENDANCE IN RELATION TO THE SATISFACTORY COMPLETION OF A COURSE

For post-compulsory students, Principals may determine an appropriate attendance pattern that will allow each student to achieve the outcomes of each course being studied. Students whose attendance is called into question will be required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria.

GRANTING OF LEAVE

Granting of leave is a matter for the individual school Principal to determine. The Principal has discretion in granting leave provided that he or she is satisfied that the reason for the absence is substantial and that the progress of the student towards course outcomes will not be unduly affected.

Where the period of leave requested is extensive, the student must demonstrate to the Principal that outcomes in each course will be achieved.

PRELIMINARY HSC AND HSC COURSES

Satisfactory completion of the Preliminary HSC Course or its equivalent is a prerequisite for entry into an HSC Course (the exception being HSC Mathematics Extension 1. Topics from the *Mathematics Extension 1* HSC Course may be taught before all the topics of the *Mathematics Extension 1* Preliminary HSC Course have been taught).

For HSC examining purposes, the Preliminary HSC Course is regarded as assumed knowledge that has been covered by all candidates. Examination specifications ensure that the major focus of the examination will be on HSC Course content.

The HSC Course is defined in terms of course content (i.e. knowledge, skills and understanding outcomes) achievable following completion of the Preliminary HSC Course or its equivalent.

The study of prescribed texts (in any medium) for the Higher School Certificate must not commence until the relevant Preliminary HSC Course has been completed.

Work on the following projects must not commence until the relevant Preliminary HSC Course has been completed:

- Design and Technology major design project;
- Drama group performance or individual projects;
- HSC English Extension 2 major work;
- Industrial Technology major project;
- Music performances, elective compositions, elective musicology essays or Viva Voces;
- Society and Culture personal interest project;
- Textiles and Design major textiles project;
- Visual Arts body of work.

With the exception of the general mathematics and mathematics courses, internal assessment of a course for the Higher School Certificate is to be conducted in relation to the HSC Course only. For the general mathematics course no more than 30 percent, and for the mathematics course no more than 20 percent, of the assessment is to be based on the Preliminary HSC Course. Assessment for Mathematics Extension 1 can be based on the whole of the Extension 1 Course (Preliminary HSC and HSC).

CHANGES OF COURSES/UNITS, HSC COURSES

Students studying an HSC Course may not change courses unless the Principal is satisfied that they:

- have satisfactorily completed the Preliminary HSC Course (or equivalent) of the course they wish to enter; and
- will be able to complete all HSC Course requirements, including assessment.

No changes in HSC entries may occur after September in the Higher School Certificate examination year, except that the Principal may approve withdrawal from a course up until the due date for the submission of assessments (see *Higher School Certificate Events Timetable*).

In Mathematics, a change from Extension 2 to Extension 1 or the 2 unit course is permitted only if the school can provide a valid assessment for the 2 unit course. Such changes are permitted up until the due date for submission of assessments.

WHAT IS THE PURPOSE OF ASSESSMENT?

The purpose of assessment is to judge competence on the basis of performance. This judgement is made on the basis of evidence which may be in a variety of forms.

Teachers will assess the student's actual performance, not potential performance. Assessment marks will not be modified to take into account possible effects of illness or domestic situations. Schools may offer substitute tasks or, in exceptional circumstances, estimates based on other tasks.

Note: An exam estimate mark is required for VET courses.

VET courses are competency based. No internal assessment mark is required for these courses. NESAs and the Vocational Education and Training Accreditation Board (VETAB) require that for each student a competency-based approach to assessment be used and that a record be held by the registered training organisation (RTO) of the competencies achieved by students. A student's performance is judged against a prescribed standard, not against the performance of other students.

COMMENCEMENT OF HSC INTERNAL ASSESSMENTS

With the exception of Mathematics Extension 1, assessments for the HSC Course must not commence until after the completion of the Preliminary HSC Course. Students who have been allowed to enter the HSC Course on probation will need to complete outstanding Preliminary HSC assessment tasks concurrently with HSC assessment tasks.

Assessment for the Mathematics Extension 1 HSC Course can be based on the whole of Mathematics Extension 1 (both Preliminary HSC and HSC Courses). Assessment for Mathematics Extension 1 should not begin until the school program of HSC assessments for other subjects begins (i.e. no earlier than term 4 of Year 11).

COMPLETION OF HSC INTERNAL ASSESSMENT TASKS

The Board expects students to attempt all assessment tasks set.

For all Board Developed Courses (except VET courses and life skills courses) NESAs require all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they are enrolled. The minimum requirement is that the student must make a genuine attempt at assessment tasks which **contribute in excess of 50 percent** of available marks in the course. A student who does not comply with the assessment requirements in a course will have neither an assessment mark nor an examination mark awarded for that course. In the case of extension courses, students who fail to meet the assessment requirements for the co-requisite 2 unit course will not receive a result in either course.

INTERNAL ASSESSMENT AT FRANCIS GREENWAY HIGH SCHOOL

The assessment marks submitted by the school for each course are intended to indicate students' achievements at the end of the HSC Course. The assessment marks are based on achievements measured at points throughout the course. This measure of students' relative achievements is based upon:

- a wider range of syllabus outcomes than can be measured by the external examination, although internal assessment must cover all the objectives measured by the examination;
- multiple measures and observations made throughout the HSC Course rather than at a single, final examination.

Measuring achievement at points during the course provides a better indication of student achievement than a single examination. It caters for any knowledge and skills outcomes that are better assessed in specific settings (e.g. research, fieldwork or practical skills), thus broadening the base of the assessment.

The assessment marks submitted by the school reflect the knowledge and skills objectives of the course and the related outcomes. The schools will not include measures of objectives and outcomes from the affective domain (i.e. values and attitudes) in their assessments. Assessments will not be influenced by factors such as student conduct.

A whole school assessment calendar is prepared for HSC courses detailing all assessment tasks and their scheduled dates. This is in the back of the booklet. A minimum of two week's notification is given for formal assessment tasks. A register is maintained to indicate the date that each student receives such formal notification. If a student is absent, it is their responsibility to acquaint themselves with the details of any task notifications.

Where two or more classes undertake a common test, the relevant cohort will complete the test simultaneously. If not logistically possible, every endeavour will be made to ensure that no student is advantaged/disadvantaged.

Each faculty employs specific strategies in the marking of formal assessment tasks to ensure consistency of teacher judgement. As a minimum, check marking of formal assessment tasks is essential. Formal feedback is provided on all assessment tasks. This may involve exemplar scripts, marking grids, verbal discussion and written advice.

NESA standards will be adhered to in the marking of the Trial HSC examinations. In the event of any anomaly, moderation/standardisation may be undertaken to ensure that reported results are consistent with HSC standards. There is an expectation that provided an appropriate study program continues from the Trial to the HSC, student performances will improve.

THE HIGHER SCHOOL CERTIFICATE

The Higher School Certificate awarded will show 2 marks for each course studied, an examination mark and a moderated assessment mark.

The HSC report will show the HSC mark earned, ranging from 0 to 100 in each 2 unit course studied or ranging from 0 to 50 in 1 unit courses. A mark of 50 out of 100 on the performance scale will correspond to the minimum standard expected as determined by the examiners in each course. A mark of 50 will separate Band 1 and Band 2 descriptor statements. Marks of 60, 70, 80 and 90 will similarly separate Bands 3, 4, 5 and 6 respectively. A student's achievement in a course will place his or her performance into one of six bands. A descriptor associated with each band will summarise the attainments typically demonstrated by students. The report will also show graphically the state-wide distribution of all students' achievements in each course. Information about how many students in the cohort have achieved a particular standard will also be provided. In extension courses the minimum standard will correspond to a mark of 25 out of 50 on the performance scale. It will separate Band E1 and E2 descriptor statements. Marks of 35 and 45 will similarly separate Bands E3 and E4 respectively.

FRANCIS GREENWAY HIGH SCHOOL HSC REPORTING AND EXAMINATION POLICY

Formal examinations will be held for some subjects, possibly including a:

1. Mid-Course Examination; and/or
2. Trial Higher School Certificate Examination

School reports will be issued twice during the HSC year, with an assessment ranking in each course shown on both the mid-HSC course report and the end of year report. In addition, the report will show the student's level of achievement of relevant outcomes for each course.

FRANCIS GREENWAY HIGH SCHOOL POLICY FOR NON-COMPLETION OF ASSESSMENT TASKS

Assessment tasks will be scheduled to be completed and submitted to teachers for marking on or by specified dates throughout the HSC Course. Attendance, on the day the assessment task is either to be performed or submitted, is essential. At least two calendar weeks notice of the details of a task will be given. Tasks are due in the lesson of that subject on the due date.

The NSW Education Standards Authority (NESA), expects students to attempt all assessment tasks set. It requires all students to follow an assessment program and have an assessment mark submitted irrespective of the number of units in which they may be enrolled.

Students studying a HSC Course must make a genuine attempt at assessment tasks, which **contribute in excess of 50% of the available marks**. The minimum requirement is that the student makes a genuine attempt at assessment tasks which contribute in excess of 50 percent of available marks in that course. If a student's attempt at a particular task scores zero, it is a matter for the teacher's professional judgement whether the attempt is a genuine one. If a candidate does not attempt tasks worth in excess of 50%, the Principal must indicate that the course has not been satisfactorily completed. If this was to happen in a 2 unit course for a student who had 11 Units of study, then that student would not have studied satisfactorily the required minimum of 10 units, and so the student would become ineligible for the award of the Higher School Certificate.

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

In the case of extension courses, students who fail to meet the assessment requirements for the co-requisite 2 unit course will not receive a result in either course.

1. If a student is unable to complete any assessment task by the due date, he or she may hand it in unfinished and receive marks according to the quality of the work done.
2. If however, the student
 - (a) does not hand in any evidence of work by the due date; or
 - (b) is absent from an assessment task, he or she will automatically be awarded zero.
3. If a student is found to have engaged in malpractice in an assessment task a zero mark will be awarded.

In either 2 (a) or (b) above, the student may request **consideration for illness or misadventure**. This request is to be submitted using the prescribed school form to the class teacher or head teacher within two school days following the specified due date for the task or by the second day of return to school after an absence which encompasses the due date. Students are required to supply independent evidence to support consideration of their claim in such circumstances.

Class teachers will make a recommendation regarding the request in consideration of NESA and school assessment guidelines. The relevant Faculty Head Teacher will then make a comment and refer the application to the relevant Senior Executive (Deputy Principal for that Year) for consideration.

If an application for Misadventure Consideration is not lodged under these conditions then the awarded mark will stand. Copies of the Application for Misadventure Consideration are in this HSC Assessment Booklet and are also available at the school office.

After considering the reasons for an application for Misadventure, the Senior Executive will decide whether:

- a. the candidate will be given an estimate based on evidence and is to complete the same task to meet course outcomes at a time arranged by the teacher, or
- b. the student will have the confirmed the mark of zero
- c. there is another determination based on NESA Guidelines.

The Head Teacher of the faculty concerned will inform the student of the result of their application when consulted by the student and maintain a file of all application forms lodged. Any 'estimate based on evidence' will result in the final mark for the task being determined at the end of the assessment program.

Notes

- a. There is no ground for appeal against the value of the mark awarded.
- b. Computer, printer or technology malfunction will not be considered as valid reasons which impact on assessment submission. Students are encouraged to make regular backups and retain draft copies.
- c. Medical certificates and/or other supplementary evidence will be requested to cover absences.
- d. The NSW Education Standards Authority (NESA), guidelines of illness and misadventure shall form the basis for determination of applications.
- e. In the event of a student missing a significant number of tasks, other assessment avenues may be explored.

APPLICATIONS FOR CONSIDERATION OF ILLNESS/MISADVENTURE

NSW Education Standards Authority (NESA) Illness/Misadventure program assists students who:

- are prevented from attending an examination or assessment (including a practical examination) due to illness or unforeseen misadventure, or
- consider that their performance in an examination or assessment has been affected by illness or misadventure immediately before or during the examination or assessment.

Applications may be in respect of

➔ Illness or physical injuries suffered directly by the student which allegedly affected the student's performance in the assessment (eg: influenza, asthma attack, cut hand)

➔ Misadventure – any event beyond the student's control which allegedly affected the student's performance in the assessment (eg death of a friend or family member, involved in traffic accident, isolation by flood)

Limitations on Applications

Students may only apply in relation to circumstances that occur immediately before or during an assessment and that affect their performance in the assessment.

You cannot submit an application on the basis of:

- difficulties in preparation or loss of preparation time; for example as a result of earlier illness
- alleged deficiencies in teaching; eg: extended teacher absences or long term matters relating to loss of preparation time, loss of study time or facilities during Yr 11,12
- long term illnesses such as asthma, epilepsy or glandular fever, unless you suffer a flare up of that condition during the assessment
- the same grounds for which you received disability provisions, unless you experience additional difficulties during an assessment.
- Computer/printer/technology malfunctions or difficulties
- Misreading the assessment timetable.
- Misreading assessment instructions or notification

If you are unsure whether you are eligible, you should ask your Principal or Deputy Principal.

Francis Greenway High school will be guided by the information provided to students by NSW Education Standards Authority (NESA) and the ACE Manual in terms of determinations regarding applications made for Stage 6 courses.

APPEALING THE OUTCOME OF AN APPLICATION FOR MISADVENTURE CONSIDERATION

Students may lodge an appeal regarding the outcome of an application for Misadventure Consideration. This appeal will be considered by the Appeals Committee which comprises the Principal, the other Deputy Principal and an impartial member of the executive.

The outcome of the appeal will be communicated to the student after the determination is made.

WHAT IS MALPRACTICE?

Cheating or malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. Most students understand what cheating in an examination means, but there are other types of behaviour that are also considered cheating.

Examples of behaviour considered to be cheating include:

- copying, buying, stealing or borrowing someone else's work in part or in whole, and presenting it as their own. *(See appendix 1 for guidelines for assessment referencing)*
- using material directly from books, journals, CDs or the Internet without acknowledging the source;
- submitting work that contains a large contribution from another person, such as a parent, coach or subject expert, that is not acknowledged;
- paying someone to write or prepare material that is associated with a task, such as process diaries, logs and journals.

These examples are generally referred to as plagiarism.

Students who submit work for assessment purposes that contain evidence of plagiarism will have their task marked with the plagiarised component removed. Where it is deemed that the entire task is not a student's own work, they will be awarded a 'zero'.

Example: If a student submits a task and 15% of the task is evidenced as being plagiarized or not their own work, the task would be marked out of the possible 85% of the content remaining deemed to be the student's own work.

A student may appeal against the value of the mark awarded if plagiarism is believed to exist. It will be the student's responsibility to prove to the appeal's panel at the school that the submitted work in question is their own. The Malpractice Register must be signed off in NESAs each year by the Deputy Principal regardless of whether students have been identified or not for that cohort.

'N' DETERMINATION

The Principal will submit an 'N' determination if a student fails to complete tasks which contribute in excess of 50 percent of the final assessment marks in that course.

The Principal must advise the student of the determination, its consequences and the student's right to a school review and subsequent appeal to the Board using the form supplied by the Board.

REVIEW OF 'N' DETERMINATION

The procedures for a school review of an 'N' determination will follow those laid down for other school reviews of assessments as follows:

- a student seeking a review of an 'N' determination must apply to the Principal by the date listed in the *Higher School Certificate Events Timetable*.
- if the school upholds the appeal, the school advises the NSW Education Standards Authority (NESA) by the date stipulated in the *Higher School Certificate Events Timetable*.
- if the appeal is declined, the student may appeal to NESA. NESA's review will focus on whether the school review properly and correctly considered the matters before it.
- appeals must reach the NSW Education Standards Authority (NESA) by the date stipulated in the *Higher School Certificate Events Timetable*. The Board will advise students and Principals of the outcome of any appeal as soon as possible after the Higher School Certificate examinations.

COURSES STUDIED AT ANOTHER SCHOOL OR INSTITUTION

Schools are not required to submit internal assessments for students studying courses at a school or college other than their own (ie courses studied at the Open High School, OTEN, the Department of Education and Communities' Saturday School of Community Languages, or another secondary school or TAFE). These schools or colleges will submit the assessments. For the purpose of moderation, students will be considered as being part of the course candidature at the school or college where the course is being studied.

In schools, where common study programs exist across two or more schools and where the schools require that assessments be moderated as part of a combined group, schools must make special arrangements with the NSW Education Standards Authority (NESA).

HIGHER SCHOOL CERTIFICATE ASSESSMENT REVIEWS

The NSW Education Standards Authority (NESA) will make available online an individual assessment rank order notice for each student, to be available at the completion of the Higher School Certificate examination. The assessment rank is of the school group for each course.

If the student believes a ranking to be incorrect, an appeal may be lodged with the school for an assessment review. This must be done on the prescribed NSW Education Standards Authority (NESA) form available from the Deputy Principal, and must be submitted by a specified date.

The Assessment Review Panel within this school, consisting of the Head Teacher of the subject concerned, the Year Adviser and Deputy Principal will meet, and will notify the student in writing of the outcome of the review.

Students are not entitled to seek a review of teachers' judgements. An assessment review will relate only to the order of merit, and should focus on the school's procedures as follows:

- a. has the school followed the NSW Education Standards Authority (NESA)' specified weightings in its assessment program?
- b. have the assessment procedures been followed as detailed by the school?
- c. has a computational or clerical error occurred?

If the school is satisfied that these conditions have been met, no change to the assessment will be made.

The school will inform the student of the outcome of the review. It will also advise the student of their right to appeal to the Board on the grounds as outlined below.

APPEALS TO THE NSW EDUCATION STANDARDS AUTHORITY (NESA)

If an appeal is not resolved within the school the student may appeal to NESA. There is no appeal against the marks awarded for individual assessment tasks. NESA will consider only whether:

- a. the school review process was adequate as outlined in (a), (b) and (c) above;
- b. the conduct of the review was proper in all respects.

The appeal to NESA should be submitted by the date stipulated in the *Higher School Certificate Events Timetable* on the appropriate form.

SUBMISSION OF ASSESSMENTS TO THE NSW EDUCATION STANDARDS AUTHORITY (NESA)

To enable the moderated assessment marks to give an accurate presentation of student performance, it is important that marks submitted to NESA establish the rank order and reflect the relative differences between students' performance for the course.

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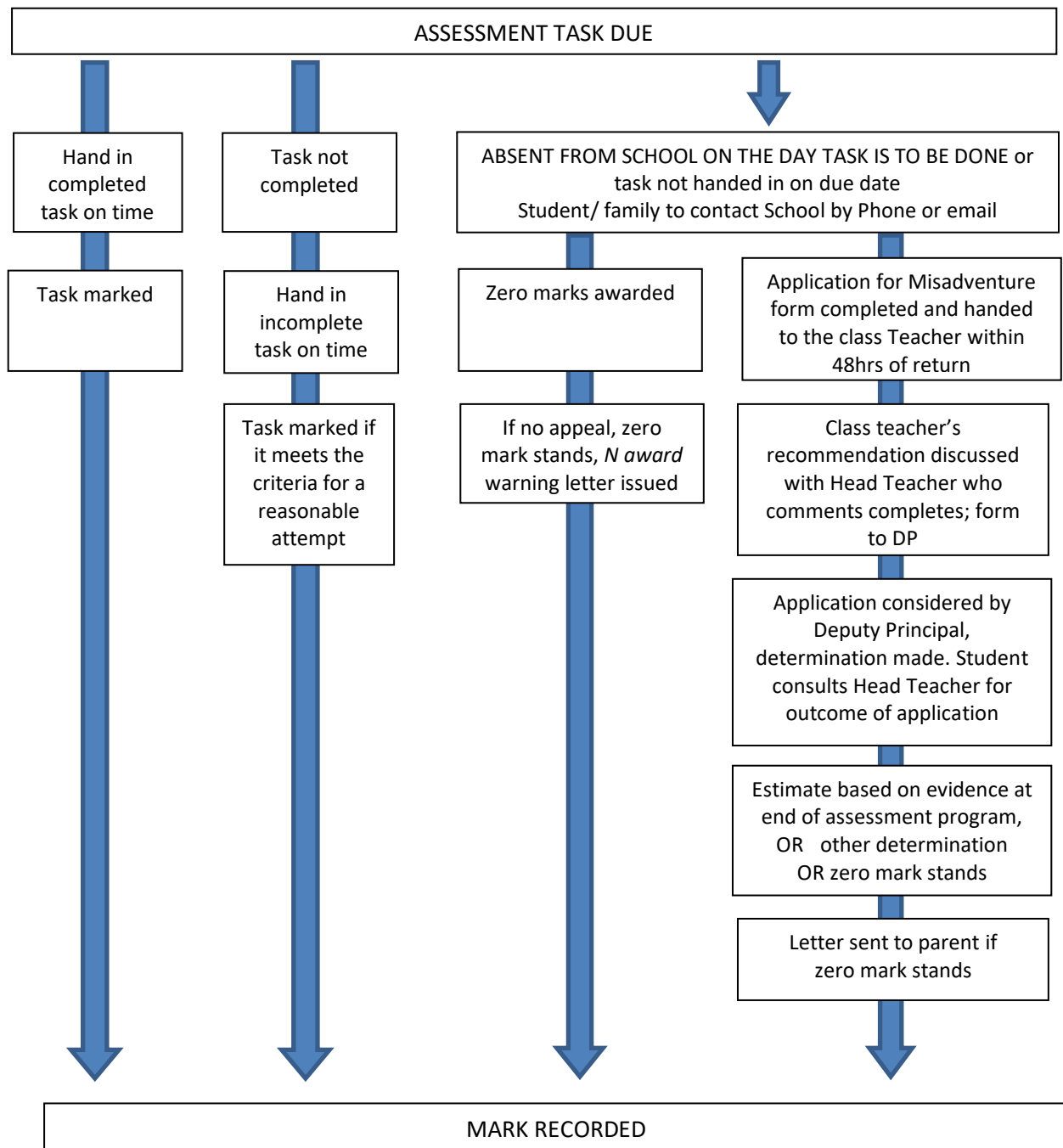
Hopefully this information has clarified assessment for students and parents. Naturally you need to be very conversant with the NSW Education Standards Authority (NESA) procedures, and with the particular policy of Francis Greenway High School. It is essential that the appropriate course assessment details be read thoroughly. You are welcome to contact the school should you require further clarification on the information presented in this booklet.

B. Higginbottom
Principal

ASSESSMENT FLOW CHART

If a candidate knows beforehand that they are going to be absent on the day that an assessment task is due, or is to be conducted, the candidate must notify their class teacher beforehand. Leave approval may need to be sought – candidates will not be permitted to complete a task in advance of their cohort as the integrity of the task/confidentiality may be breached.

Any student who will be absent from school on the day of an assessment or when task is due is to have student/family contact the school by phone, email or personally.



NOTE:

There are no grounds for an appeal in regards to the mark awarded to a completed assessment task. If a candidate becomes ill during the course of an examination an Illness/Misadventure Appeal must be lodged as per policy.



**Francis Greenway High School Stage 6
Application for Consideration – Illness/Misadventure**



Section A: Student Submission

Section A is to be completed by the student who fails to submit or complete a specified course assessment task on time, or who is absent from an assessment task due to illness, accident or misadventure. *(Forms must be lodged within 2 days of return to school after absence or due date of hand in task.)*

Name: **Course:** **Year:**

Task Number: **Description:**.....

Date Scheduled: **Class Teacher:**

Reason for the Application: (State details and attach supporting documentation)

Medical Certificate/other supporting evidence is attached: Yes No

.....
Student's signature

.....
Date

.....
Parent/Caregiver's signature

***Students are responsible for consulting faculty Head Teacher for the outcome of their application**

Section B: Staff Consultation

Date Received by Teacher:.....

Class Teacher Recommendation :.....

Class Teacher's signature: *Date:*

Head Teacher Comment:

Head Teacher's signature: *Date:*

Section C: Determination

Estimate Based on Evidence

Reason Unacceptable Mark Confirmed

Other

Notes:.....

Deputy Principal signature: **Date:**

Determination recorded on Sentral by Class Teacher

Completed form filed by Head Teacher – Mark book noted accordingly

APPENDIX 1: ASSIGNMENT AND ASSESSMENT REFERENCING

When completing any work requiring a bibliography or reference list the following guidelines indicate the forms to use. At F.G.H.S. we use A.P.A. American Psychological Association format, unless another format is required by your teacher.

BOOK

One Author: Author's name. (Date). *Title*. Place of Publication: Publisher. e.g. White, Mary. (2003). *Earth alive*. Sydney: Rosenberg.

Two or Three Authors:

e.g. TIMMS, L.J., OLE, J.C. and MILLS B.R. (1999). *Basic chemistry*. New York: McGraw-Hill.

Editor:

e.g. ELLIE, Sue (ed.) (2001). *Fundamentals of biology*. London: Penguin.

JOURNAL ARTICLE in print

Author's name. (Date). Title of article. *Title of Journal*, Volume (issue), pages. e.g. Jones, Greg (1999). The Drug War. *Time*, 7(4), p. 48–52.

JOURNAL ARTICLE from electronic database

Author's name. (Date). Title of article. *Title of Journal*, Volume (issue), pages. Retrieved from... e.g. Jones, Greg (1999). The Drug War. *Time*, 7(4), p.48–52. Retrieved from Australia/New Zealand Reference Centre database.

NEWSPAPER ARTICLE

Author's name. (Date). Title of article. *Title of Newspaper*, pages. e.g. Brown, Linda. (2009, May 4). Racism in Australia. *Newcastle Herald*, p. 2.

NEWSPAPER ARTICLE from electronic database

Author's name. (Date). Title of article. *Title of Newspaper*, pages.
e.g. Brown, Linda. (2009, May 4). Racism in Australia. *Newcastle Herald*, p. 2. Retrieved from Australia/New Zealand Reference Centre database.

ENCYCLOPEDIA

Author's Name, (Date). Title of article *Title of Encyclopedia*. (Volume, pages) Place: Publisher. e.g. Smith, J. (2004). Martin Luther. *Encyclopedia of science and religion* (Vol. 4, p. 898). Cincinnati: Babson Press.

INTERNET SITE – with author

Author's name, (Date). *Title of article*. Retrieved – date, from Internet address e.g. KRYSTEK, Lee. (March, 1998). *The Tale of the Tasmanian Tiger*. Retrieved January 27, 2010, from <http://www.unmuseum.org/ttiger.htm>

INTERNET SITE – with no author

Title of article. (Date). Retrieved – date, from internet address e.g. *Drums from Africa* (2002). Retrieved May 17, 2005, from <http://www.abcd.com/africa/b2k>

DVD or VIDEO RECORDING

Author's Name. (Date). *Title* [video recording]. Place: Publisher/Distributor. e.g. Harrison, S. (Director) (2001). *Othello* [video recording]. London: B.B.C. Worldwide.

IMAGE FROM THE WEB – author & date unknown - n.d.

Title of image [image].(Date). Retrieved – date, from internet address e.g. Spirillus bacteria [image] (n.d.). Retrieved December 6, 2009, from www.microbionet.com.au/bacteria.htm

BROCHURE – no author

Publisher. (Date). *Title* [Brochure]. Place: Publisher/Distributor e.g. Research and Training Centre on Independent Living. (1993). *Guidelines for reporting and writing about people with disabilities* (4th ed.) [Brochure]. Melbourne: Author

CD ROM

Author's name. (Date). *Title* [CD ROM]. Place: Publisher/Distributor. e.g. LINDEN, Eugene. (1st May, 1994). Sharpening the harpoons. *Time almanac* [CD ROM], New York: Time Publishing.

A 'Bibliography list' is any material read on the topic, even if not referred to in the essay or assignment.

A 'Reference list' includes only information about the sources actually used in the essay or assignment.

Check with your teacher to determine what is required; if in doubt use the bibliography.

In both cases the list should be written **alphabetically** according to the author's last name, **if no author, use the title**.

REFERENCING – USING FOOTNOTES

We use the term "footnotes" to refer to notes that indicate where the information you are using came from. Traditionally researchers have placed such notes at the foot of the relevant page, hence the name, but they may also be found at the end of a piece of work, these are referred to as "endnotes". At FGHS, we will use footnotes at the foot of each page. Generally, every paragraph of an essay, assignment or report should have one or more footnotes to it, indicating the sources for the information you are using.

Purpose:

- As already indicated footnotes should be used to indicate the sources of all the information that you are using in your text. This shows the reader **that you have researched your work** and when you make a point or argument, where your information has come from.
- It allows your teacher to **check your information for accuracy**, and to **give you credit** for finding and presenting the information accurately.
- Failure to footnote means that you may be attempting to pass someone else's ideas off as your own, this is called plagiarism. At university it can result in you failing a course. At FGHS, **you will receive a zero if you plagiarise**.

How do you write them?

Footnotes are generally written this way

[indent] the **author's name, (date), the title of the book** (in italics), the **place and publisher**, and **p. 6. for one page or pp. 1–7. for more than on page.**

It is not necessary to repeat this every time you refer to the same source ...

... if the next footnote is from the same source you simply write...

Ibid., p. (ibid is short for ibidem meaning "in the same place", in this case the footnote immediately preceding).

... if you need to repeat an earlier footnote later in your work you simply write ...

the **author's name op.cit. p.** (op.cit. is short for opere citato meaning "in the work cited", in this case a previous footnote but not the immediately preceding one).

Single authored books ...

Caroline Zilboorg, (2004). *Women's writing; past and present*. London: MacMillan, pp. 14–18.

Multiple authored books ...

L.E. Cram and D.A Varvel, (1993). *Carbon, element of energy and life*. Sydney: Cambridge. p. 109.

Many authored books ...

J.F. Smith et al. (2001)., *Hitler's War*. London: Oxford University Press, pp. 164–176

Journal articles...

David Andress, (2003). 'The Guillotine and the French Revolution', *French Historical Studies*, No.22, July, pp. 193–211.

Video ...

Dick Beilby, (2001). *Improving on Nature*, Sydney: A.B.C.

Newspaper ...

John Middleton, (2002 Jan.21). 'Kuwait Aftermath', *Sydney Morning Herald*, p. 23.

Website ...

Lake Macquarie Council, (2002). Retrieved on April 2, 2004, from www.lakemac.com.au

Some things to remember in footnotes:

The author's name is written normally, not surname first.

Use italics for the title of the item.

p. means one page, while **pp.** means more than one page

ibid. means the source is the same as the previous one

op. cit. means the source has previously been referenced, but not immediately before

Below is a piece of an essay that has used footnotes.

The Many Facets of Taboo

The World Book Encyclopedia defines Taboo as "an action, object, person, or place forbidden by law or culture."¹

An encyclopedia of the occult points out that taboo is found among many other cultures including the ancient Egyptians, Jews and others.²

Mary Douglas has analyzed the many facets and interpretations of taboos across various cultures. She points out that the word "taboo" originates from the Polynesian languages meaning a religious restriction.³ She finds that "taboos flow from social boundaries and support the social structure."⁴

In reference to Freak Shows at circuses, Rothenberg makes the observation that people who possess uncommon features and who willingly go out in public to display such oddities to onlookers are acting as "modern-day taboo breakers" by crossing the "final boundary between societal acceptance and ostracism."⁵

In traditional British East Africa, between the time of puberty and marriage, a young Akamba girl must maintain an avoidance relationship with her own father.⁶

Looking at taboo in a modern society, McGrath mentions Harris' example of the application of cultural materialism to the Hindu taboo against eating beef.⁷

¹ Alan Dundes, (2000) Taboo. *World Book Encyclopedia*, N.Y.: World Book. Vol. 10, pp. 12–13

² Taboo. *Occultopedia: Encyclopedia of Occult Sciences and Knowledge*, (2004, Feb15). Retrieved on 24th March 2004. from www.occultopedia.com/t/taboo.

³ Mary Douglas, (1994). *Taboo, Man, Myth & Magic*, ed. Richard Cavendish, New York: Cavendish, p. 2546.

⁴ Ibid p. 2549.

⁵ Alan Dundes, op.cit. p.13.

⁶ Sigmund Freud, (1918). *Totem and Taboo*, New York, Collins p. 17.

⁷ Marvin Harris, (1992, March 16) The Cultural Ecology of India's Sacred Cattle, *The Australian*, pp.51–52

GLOSSARY OF HSC 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 you understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgment 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; put together items or arguments
Contrast	Show how things are different or opposite
Critically (analysis/evaluate)	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluation)
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

Personal Assessment Planner Preliminary

Week	Term 1	Term 2	Term 3
1			
2			
3			
4			
5		Music Visual Arts Work Studies	Drama Investigating Science SLR
6			
7		Business Studies Community & Family Studies PDHPE	Community & Family Studies Mathematics Numeracy PDHPE
8	Community & Family Studies SLR	Japanese Legal Studies Mathematics Standard Photography SLR	English Studies Industrial Technology Photography Work Studies
9	Ancient History Business Studies Investigating Science Music PDHPE Photography Visual Arts	Drama English Studies Mathematics Extension Mathematics Numeracy	Yearly Exams
10	Drama English Studies Industrial Technology Japanese Legal Studies Mathematics Advanced Mathematics Standard Mathematics Extension Mathematics Numeracy	Ancient History Biology English Advanced English Standard Mathematics Advanced	Yearly Exams
11	Biology English Advanced English Standard Work Studies		

**VET courses are not represented on this schedule

ANCIENT HISTORY

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Presentation Investigating Ancient History	Historical Investigation Student developed inquiry	Yearly Examination All topics	
Timing	Term 1 Week 9	Term 2 Week 10	Term 4 Week 9/10	
Outcomes assessed	AH11-6 AH11-7 AH11-9 AH11-10	AH11-5 AH11-6 AH11-7 AH11-8 AH11-9	AH11-1 AH11-6 AH11-7 AH11-9	
Components	Weighting %			
Knowledge and understanding of course content	15%	0%	25%	40%
Historical skills in the analysis and evaluation of sources and interpretations	5%	5%	10%	20%
Historical inquiry and research	10%	10%	0%	20%
Communication of historical understanding in appropriate forms	5%	10%	5%	20%
Total %	35%	25%	40%	100%

Course Outcomes:

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

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Depth Study (10 hours)	First-Hand Investigation	Yearly Examination	
Timing	Term 1 Week 11	Term 2 Week 10	Term 3 Week 9/10	
Outcomes assessed	BIO11-1 BIO11-2 BIO11-3 BIO11-7 BIO11- 11	BIO11-5 BIO11-6 BIO11-7 BIO11-8	BIO11-7 BIO11-8 BIO11-9 BIO11-10 BIO11-11	
Components	Weighting %			
Skills in Knowledge & Understanding	10%	10%	20%	40%
Skills in Working Scientifically	30%	20%	10%	60%
Total %	40%	30%	30%	100%

Course Outcomes:

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 interrelationships of organisms within the ecosystem

BUSINESS STUDIES

YEAR 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Business Report	Business Plan	Yearly Examination	
Timing	Term 1 Week 9	Term 2 Week 7	Term 3 Week 9/10	
Outcomes assessed	P2 P6 P7	P4 P5 P9	P1 P3 P4 P8 P10	
Components	Weighting %			
Knowledge & understanding of course content	10%	10%	20%	40%
Stimulus-based skills	5%	0%	15%	20%
Inquiry and research	5%	15%	0%	20%
Communication of business information, ideas and issues in appropriate forms	10%	10%	0%	20%
Total %	30%	35%	35%	100%

Course Outcomes:

P1 discusses the nature of business, its role in society and types of business structure

P2 explains the internal and external influences on businesses

P3 describes the factors contributing to the success or failure of small to medium enterprises

P4 assesses the processes and interdependence of key business functions

P5 examines the application of management theories and strategies

P6 analyses the responsibilities of business to internal and external stakeholders

P7 plans and conducts investigations into contemporary business issues

P8 evaluates information for actual and hypothetical business situations

P9 communicates business information and issues in appropriate formats

P10 applies mathematical concepts appropriately in business situations

COMMUNITY AND FAMILY STUDIES

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Resource Management Analysis	Individuals and Groups Interview	Family and Community Film Analysis	
Timing	Term 1 Week 8	Term 2 Week 7	Term 3 Week 7	
Outcomes assessed	P1.1 P1.2	P2.3 P4.2	P3.1 P3.2	
Components	Weighting %			
Knowledge and understanding of course content	15%	15%	10%	40%
Skills in critical thinking, research methodology, analysing and communicating	20%	20%	20%	60%
Total %	35%	35%	30%	100%

Course Outcomes:

P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals

P1.2 proposes effective solutions to resource problems

P2.1 account for the roles and relationships that individuals adopt within groups

P2.2 describes the role of the family and other groups in the socialisation of individuals

P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement

P2.4 analyses the interrelationships between internal and external factors and their impact on family functioning

P3.1 explains the changing nature of families and communicates in contemporary society

P3.2 analyses the significance of gender in defining roles and relationships

P4.1 utilises research methodology appropriate to the study of social issues

P4.2 presents information in written, oral and graphic form

P5.1 applies management processes to maximise the efficient use of resources

P6.1 distinguishes those actions that enhance wellbeing

P6.2 uses critical thinking skills to enhance decision-making.

DRAMA

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Elements of Production in Performance	Theatrical Traditions & Performance Styles	Improvisation & Playbuilding	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 5	
Outcomes assessed	1.1 1.4 2.1 2.2 3.2 3.4	1.2 1.3 1.8 2.4 2.6 3.3	1.5 1.6 1.7 2.3 2.5 3.1	
Components	Weighting %			
Making	15%	10%	15%	40%
Performing	10%	10%	10%	30%
Critically Studying	10%	10%	10%	30%
Total %	35%	30%	35%	100%

Course Outcomes:

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 through 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 & evaluates, both orally & 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 ADVANCED

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Writing Portfolio	Narratives that Shape Our World	Yearly Examination All Modules	
Timing	Term 1 Week 11	Term 2 Week 10	Term 3 Week 9/10	
Outcomes assessed	EA11-1 EA11-3 EA11-5 EA11-9	EA11-2 EA11-3 EA11-6 EA11-7 EA11-9	EA11-1 EA11-4 EA11-7 EA11-8	
Components	Weighting %			
Knowledge & understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	20%	50%
Total %	30%	30%	40%	100%

Course Outcomes:

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 STANDARD

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Write Writing Portfolio	Multimodal Presentation	Yearly Examination	
Timing	Term 1 Week 11	Term 2 Week 10	Term 3 Week 9/10	
Outcomes assessed	EN11-1 EN11-2 EN11-3 EN11-5	EN11-2 EN11-7 EN11-8 EN11-9	EN11-1 EN11-4 EN11-6	
Components	Weighting %			
Knowledge & understanding of course content	15%	15%	20%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15%	15%	20%	50%
Total %	30%	30%	40%	100%

Course Outcomes:

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

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Candidate Selection	Podcast and Reflection	Collection of Classwork	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 8	
Outcomes assessed	ES11-1 ES11-3 ES11-9	ES11-3 ES11-5 ES11-6 ES11-7 ES11-10	ES11-1 ES11-2 ES11-4 ES11-6 ES11-8	
Components	Weighting %			
Knowledge and understanding of course content	15%	20%	15%	50%
Skills in: <ul style="list-style-type: none"> - Comprehending texts - Communicating ideas using language accurately, appropriately and effectively 	15%	20%	15%	50%
Total %	30%	40%	30%	100%

Course Outcomes:

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, media, 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

INDUSTRIAL TECHNOLOGY – TIMBER PRODUCTS AND FURNITURE TECHNOLOGIES
Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Planning and Communication	Preliminary Project	Yearly Examination	
Timing	Term 1 Week 10	Term 3 Week 8	Term 3 Week 9/10	
Outcomes assessed	P2.1 P3.1 P4.1	P1.2 P3.3 P4.2 P5.1 P5.2	P1.1 - P7.2	
Components	Weighting %			
Knowledge and understanding of course content	10%	10%	20%	40%
Knowledge and skills in the management, communication and production of projects	10%	30%	20%	60%
Total %	20%	40%	40%	100%

Course Outcomes:

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

INVESTIGATING SCIENCE

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Data Analysis	Depth Study	Yearly Examination	
Timing	Term 1 Week 9	Term 3 Week 5	Term 3 Week 9/10	
Outcomes assessed	INS11-2 INS11-4 INS11-5 INS11-8	INS11-1 INS11-5 INS11-6 INS11-7 INS11-10	INS11-6 INS11-7 INS11-8 INS11-9 INS11-10 INS11-11	
Components	Weighting %			
Knowledge and Understanding of course content	10%	10%	20%	40%
Skills in Working Scientifically	20%	30%	10%	60%
Total %	30%	40%	30%	100%

Course Outcomes:

INS11-1 develops and evaluates questions and hypotheses for scientific investigation

INS11-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS11-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11-5 analyses and evaluates primary and secondary data and information

INS11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations

INS11-9 examines the use of inferences and generalisations in scientific investigations

INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes

INS11-11 describes and assesses how scientific explanations, laws and theories have developed

JAPANESE BEGINNERS

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Oral presentation/ Response to spoken texts Family Life	Response to written texts in English and Japanese People, places, and communities	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9/10	
Outcomes assessed	1.2 1.3 2.2 2.3 2.5	2.1 2.2 2.3 2.4 3.1 3.2 3.3 3.4	1.1 1.2 1.3 1.4 2.1 2.2 2.3 2.4 2.5 3.2 3.3	
Components	Weighting %			
Listening	20%		10%	30%
Reading		20%	10%	30%
Speaking	10%		10%	20%
Writing		10%	10%	20%
Total %	30%	30%	40%	100%

Course Outcomes:

- 1.1 establishes and maintains communication in Japanese.
- 1.2 manipulates linguistic structures to express ideas effectively in Japanese.
- 1.3 sequences ideas and information.
- 1.4 applies knowledge of the culture of Japanese-speaking communities to interact appropriately.
- 2.1 understands and interprets information in texts 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 Japanese-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 Japanese.
- 3.4 applies knowledge of the culture of Japanese-speaking communities to the production of texts.

LEGAL STUDIES

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Research Task	Case Study	Yearly Examination	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9/10	
Outcomes assessed	P1 P2 P3 P4	P5 P6 P7 P8	P1 P2 P9 P10	
Components	Weighting %			
Knowledge and Understanding of Course Content	10%	10%	20%	40%
Analysis and Evaluation	0%	10%	10%	20%
Inquiry and Research	10%	10%	0%	20%
Communication of Legal Information, ideas and issues in appropriate forms	10%	0%	10%	20%
Total %	30%	30%	40%	100%

Course Outcomes:

P1 identifies and applies legal concepts and terminology

P2 describes the key features of Australian and international law

P3 describes the operation of domestic and international legal systems

P4 discusses the effectiveness of the legal system in addressing issues

P5 describes the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

P6 explains the nature of the interrelationship between the legal system and society

P7 evaluates the effectiveness of the law in achieving justice

P8 locates, selects and organises legal information from a variety of sources including legislation, cases, media, international instruments and documents

P9 communicates legal information using well-structured responses

P10 accounts for differing perspectives and interpretations of legal information and issues

MATHEMATICS ADVANCED

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Class Test	Assignment/ Investigation	Final Exam	
Timing	Term 1 Week 10	Term 2 Week 10	Term 3 Week 9/10	
Outcomes assessed	MA11-1 MA11-2 MA11-8 MA11-9	MA11-1 MA11-5 MA11-8 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9	
Components	Weighting %			
Understanding, Fluency and Communicating	20%	10%	20%	50%
Problem Solving, Reasoning and Justification	15%	15%	20%	50%
Total %	35%	25%	40%	100%

Course Outcomes:

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 STANDARD

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Assignment – Algebra	Assignment - Finance	Final Exam	
Timing	Term 1 Week 10	Term 2 Week 8	Term 3 Week 9/10	
Outcomes assessed	MS11-1 MS11-6 MS11-9 MS11-10	MS11-3 MS11-4 MS11-7 MS11-8 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	
Components	Weighting %			
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	20%	10%	20%	50%
Total %	35%	25%	40%	100%

Course Outcomes:

MS11-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS11-2 analyses representations of data in order to make predictions and draw conclusions

MS11-3 interprets the results of measurements and calculations and makes judgements about their reasonableness

MS11-4 analyses simple two-dimensional and three-dimensional models to solve practical problems

MS11-5 makes informed decisions about financial situations likely to be encountered post-school

MS11-6 represents the relationships between changing quantities in algebraic and graphical forms

MS11-7 solves problems requiring statistical processes

MS11-8 applies network techniques to solve network problems

MS11-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use

MS11-10 uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

MATHEMATICS EXTENSION

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Class Test	Assignment/ Investigation	Final Exam	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 9/10	
Outcomes assessed	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11-6 ME11-7	
Components	Weighting %			
Understanding, Fluency and Communicating	18%	12%	20%	50%
Problem Solving, Reasoning and Justification	17%	13%	20%	50%
Total %	35%	25%	40%	100%

Course Outcomes:

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

MATHEMATICS STAGE 6 NUMERACY

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Driving Assignment	Research Task	In Class Assessment	
Timing	Term 1 Week 10	Term 2 Week 9	Term 3 Week 7	
Outcomes assessed	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-2.4 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.3 N6-3.1 N6-3.2	N6-1.1 N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.3 N6-2.4 N6-2.5 N6-3.1 N6-3.2	
Components	Weighting %			
Understanding, Fluency and Communicating	15%	15%	20%	50%
Problem Solving, Reasoning and Justification	20%	10%	20%	50%
Total %	35%	25%	40%	100%

Course Outcomes:

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

N6-2.6 chooses and applies appropriate numeracy operations and techniques to analyse and resolve everyday situations

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

MUSIC 1

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Composition and Viva Voce. Composition for 2 melodic instruments. Presentation and analysis of composition with reference to the musical concepts.	Half Yearly Aural Exam and Viva Voce. Presentation on musical styles featured in topic studied. Aural analysis of music relevant to the chosen topic.	Yearly Aural Exam and Performance. Aural analysis of music relevant to the chosen topic. Solo performance.	
Timing	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9/10	
Outcomes assessed	P2 P4 P5 P6	P4 P6 P7 P8	P1 P4 P6 P8	
Components	Weighting %			
Performance	0%	0%	25%	25%
Composition	25%	0%	0%	25%
Musicology	10%	15%	0%	25%
Aural	0%	15%	10%	25%
Total %	35%	30%	35%	100%

Course Outcomes:

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.

PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Fitness Choices Physical Activity Levels Survey and Report	The Body in Motion Physiological Responses to Training Case Study	Better Health for Individuals Health Promotion Initiative Survey and Strategy	
Timing	Term 1 Week 9	Term 2 Week 7	Term 3 Week 7	
Outcomes assessed	P16 P17	P7 P11	P5 P15	
Components	Weighting %			
Knowledge & understanding	5%	20%	15%	40%
Skills in critical thinking, research, analysis and communicating	25%	15%	20%	60%
Total %	30%	35%	35%	100%

Course Outcomes:

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

P13 develops, refines and performs movement compositions in order to achieve a specific purpose

P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities

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

PHOTOGRAPHY VIDEO AND DIGITAL IMAGING

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Exhibit This Understanding of artists' practice by engaging with gallery/museum using Subjective and Cultural Frames.	Filmmaking Kit Develop knowledge and abilities through storyboarding and use of Filming software.	Urban and Abandoned Explore historical and contemporary representations of landscape and use appropriation to create works.	
Timing	Term 1 Week 9	Term 2 Week 8	Term 3 Week 8	
Outcomes assessed	M6 CH1 CH4 CH5	M2 M4 M5	M1 M3 CH2 CH3	
Components	Weighting %			
Making	10%	35%	25%	70%
Critical and Historical Studies	20%	0%	10%	30%
Total %	30%	35%	35%	100%

Course Outcomes:

M1 generates a characteristic style that is increasingly self-reflective in their photographic and/or video and/or digital practice

M2 explores concepts of artist/photographer, still and moving works, interpretations of the world and audience response, in their making of still and/or moving works

M3 investigates different points of view in the making of photographs and/or videos and/or digital images

M4 generates images and ideas as representations/simulations in the making of photographs and/or video and/or digital images

M5 develops different techniques suited to artistic intentions in the making of photographs and/or video and/or digital images

M6 takes into account issues of Work Health and Safety in the making of photographs and/or videos and/or digital works

CH1 generates in their critical and historical practice ways to interpret and explain photography and/or videos and/or digital imaging

CH2 investigates the roles and relationships among the concepts of artist, work, world and audience in critical and historical investigations

CH3 distinguishes between different points of view and offers interpretive accounts in critical and historical studies

CH4 explores ways in which histories, narratives and other accounts can be built to explain practices and interests in the fields of photography and/or video and/or digital imaging

CH5 recognises how photography and/or video and/or digital imaging are used in various fields of cultural production

SPORT, LIFESTYLE AND RECREATION STUDIES

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Games and Sport Application Movement Proficiency	Sports Coaching and Training Community Coaching General Principles	Outdoor Recreation Mitigating Risk	
Timing	Term 1 Week 8	Term 2 Week 8	Term 3 Week 5	
Outcomes assessed	3.1 4.4	1.1 2.1	1.3 3.6	
Components	Weighting %			
Knowledge & understanding	10%	20%	20%	50%
Skills	20%	15%	15%	50%
Total %	30%	35%	35%	100%

Course Outcomes:

- 1.1 applies the rules and conventions that relate to participation in a range of physical activities
- 1.2 explains the relationship between physical activity, fitness and healthy lifestyle
- 1.3 demonstrates ways to enhance safety in physical activity
- 1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia
- 1.5 critically analyses the factors affecting lifestyle balance and their impact on health status
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.4 describes how societal influences impact on the nature of sport in Australia
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that respond to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.4 composes, performs and appraises movement
- 3.5 analyses personal health practices
- 3.6 assesses and responds appropriately to emergency care situations
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context
- 4.3 makes strategic plans to overcome the barriers to personal and community health
- 4.4 demonstrates competence and confidence in movement contexts
- 4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity
- 5.1 accepts responsibility for personal and community health
- 5.2 willingly participates in regular physical activity
- 5.3 values the importance of an active lifestyle
- 5.4 values the features of a quality performance
- 5.5 strives to achieve quality in personal performance

VISUAL ARTS

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Art Movement Timeline and Appropriation Artwork Submission of an art movement timeline which specifically addresses a key period in the history of art. Create an appropriation artwork from the selected time period, using a range of diverse media.	Critical Essay and Surrealist Artwork Based on the practice of artist Frida Kahlo, students will critically analyse and deconstruct two works by Kahlo, using both the Frames and Conceptual Framework. Students will create a Surrealist artwork in the style of Frida Kahlo.	Yearly Written Examination Preliminary HSC Visual Arts Written Examination Paper. Students complete Section I and II of the Preliminary HSC Visual Arts examination paper under exam conditions.	
Timing	Term 1 Week 9	Term 2 Week 5	Term 3 Week 9-10	
Outcomes assessed	P1 P4 P5 P6	P2 P3 P10	P7 P8 P9	
Components	Weighting %			
Artmaking	25%	25%	0%	50%
Art Criticism and History	10%	10%	30%	50%
Total %	35%	35%	30%	100%

Course Outcomes:

P1 explores the conventions of practice in artmaking

P2 explores the roles and relationships between the concepts of artist, artwork, world and audience

P3 identifies the frames as the basis of understanding expressive representation through the making of art

P4 investigates subject matter and forms as representations in artmaking

P5 investigates ways of developing coherence and layers of meaning in the making of art

P6 explores a range of material techniques in ways that support artistic intentions

P7 explores the conventions of practice in art criticism and art history

P8 explores the roles and relationships between concepts of artists, 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

WORK STUDIES

Year 11 2023

Task number	Task 1	Task 2	Task 3	
Nature of task	Interview & Resume	Workplace Communication	Employability Skills Portfolio	
Timing	Term 1 Week 11	Term 2 Week 5	Term 3 Week 8	
Outcomes assessed	2 5 8	5 9	4 7	
Components	Weighting %			
Knowledge and understanding	10%	15%	5%	30%
Skills	20%	20%	30%	70%
Total %	30%	35%	35%	100%

Course Outcomes:

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
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

Student Competency Assessment Schedule

VET Construction

CPC20220 Certificate II in Construction Pathways & SoA towards CPC20120 Certificate II in Construction

2 units x 2 years

Assessment events for CPC20220 Certificate II in Construction Pathways & SoA towards CPC20120 Certificate II in Construction			Task 1	Task 2	Task 3	Task 4	Work placement*
			Week 10 Term 1 2023	Week 10 Term 2 2023	Week 9 Term 3 2023	Week 10 Term 3 2023	Week 4 Term 2 2023
Task	Code	Unit of competency					
Task 1	CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	✓				
Task 2	CPCCCM1011	Undertake basic estimation and costing		✓			
	CPCCOM1015	Carry out measurements and calculations					
Task 3	CPCCWHS1001	Prepare to work safely in the construction industry			✓		
Task 4	CPCCOM2001	Read and interpret plans and specifications				✓	
	CPCCPM1013	Plan and organise work					

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

Depending on the achievement of units of competency, the possible qualification outcome is a **CPC20220 Certificate II in Construction Pathways & Statement of Attainment towards CPC20120 Certificate II in Construction**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”.

** *Public Schools NSW, Tamworth* (RTO 90162) have engaged NESAs to issue credentials within 30 days of course completion for the student. No physical transcripts are issued to students.

Student Competency Assessment Schedule

VET Manufacturing & Engineering

MEM10119 Certificate I in Engineering & SoA towards MEM20413 Certificate II in Engineering Pathways

Assessment events for MEM10119 Certificate I in Engineering			Task 1	Task 2	Task 3	Work placement*
Task	Code	Unit of competency	Week 10 Term 1	Week 2 Term 3	Week 10 Term 3	TBA
Task 1 Welcome to the industry	MEM13015	Work safely and effectively in manufacturing and engineering	✓			
	MEM16006	Organise and communicate information				
	MEM11011	Undertake manual handling				
Task 2 Right tool, right job	MEM18001	Use hand tools		✓		
	MEM18002	Use power tools/hand held operations				
Task 3 Engineering in practice	MEM12024	Perform computations			✓	
	MEM16008	Interact with computing technology				
	MEM07032	Use workshop machines for basic operations				

* Students must complete 35 hours of work placement during the course in 2023.

Depending on the achievement of units of competency, the possible qualification outcome is a **MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways**. The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as "not yet competent" or "competent". In some cases, other descriptive words may be used leading up to "competent".

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

