



**Year 11**

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**Preliminary HSC Assessment Schedule 2021**

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## Principal's Message

The Higher School Certificate (HSC) is now over 50 years old and remains the foremost exit qualification for NSW high school students. Recent changes to strengthen the HSC have reaffirmed its place as a state, national and international credential.

The stronger HSC standards are intended to motivate and challenge students to achieve at their highest possible level, reduce excessive stress, and give them more skills and career options. This is achieved by enforcing a minimum literacy and numeracy standard, updating the curriculum and streamlining assessment.

Internal school assessment is an integral component of the Preliminary HSC course. It allows student performance to be measured in a varied way over a period of time, rather than relying solely on a final examination.

The current Preliminary HSC curriculum and assessment practices are reflected in this booklet. The general principles, rules and procedures of the Preliminary HSC assessment scheme at Batemans Bay High School are presented, along with a schedule which lists the specific requirements and tasks for each course.

The New South Wales Education Standards Authority (NESA) presides over the HSC and ensures schools apply its policies and processes fairly and consistently. Students and parents are advised to read the supplementary information online at the NESA website [www.educationstandards.nsw.edu.au](http://www.educationstandards.nsw.edu.au) and refer to it any time for detailed and accurate information on all aspects of the HSC.

The importance of reading and understanding these requirements cannot be stressed highly enough. Parents can contact the school at any time in regard to the HSC and their child's progress.

Success in the HSC is a combination of effort, resilience, commitment and an ability to focus your energy on your studies to achieve your goals.

I encourage you all to access support to help you settle into your learning. If you are concerned or feel you need guidance, please see your teachers, head teacher, year advisor or deputy principal so that we can form a plan to support you through the HSC.

Be kind to yourself, your friends and family.

Trust and believe in yourself. You can succeed if you put your mind to it.

Mrs Paula Hambly  
Principal

## Assessment policy

This booklet outlines the Batemans Bay High School Preliminary HSC Assessment Policy. It aims to help senior students by:

- informing them of the aims and various practical aspects of the HSC assessment system,
- warning them of certain rules they must follow and requirements they must meet, and
- listing in a simple and standard fashion the assessment tasks in each course, while showing the particular outcomes, components and weightings for each task.

This booklet should be read in conjunction with NESA assessment policies available online at [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au).

For each course (except externally delivered courses such as TVET and Distance Education courses), an assessment schedule has been included in this booklet. It identifies;

- the general nature of each task
- the course outcomes that will be assessed
- the estimated date of the task
- the weighting of each task towards the final assessment mark.

If a student leaves school for any reason between the end of Year 10 and Year 12, he/she will be awarded a Record of School Achievement (ROSA), reporting on his/her performance in the most recently completed year.

Assessment tasks are subject to change from year to year. Information in this booklet applies to students sitting the HSC in 2022. While the information is correct at the time of printing, in some circumstances, information may change.

It is important for students to check the specific notification for each individual task that is handed out by their class teacher.

## What is assessment?

School-based assessment allows teachers to measure student learning in a variety of ways not possible under examination conditions. It provides a more balanced representation of student achievement over the entire duration of the HSC course. As such, it is a vital component of learning and students will be ranked and graded in each course at the end of the Preliminary HSC. Although Preliminary HSC assessment marks are not used in the calculation of HSC marks, successful completion of the Preliminary HSC is a prerequisite to continuation.

Another very important role of assessment is to assist student learning. It allows teachers to provide meaningful feedback to students. This feedback will clearly indicate the extent to which the course outcomes have been achieved. Such feedback acknowledges what students can do and what they need to do in order to improve their level of achievement.

## Assessment methods

Assessment tasks take a variety of forms in an attempt to accurately measure a student's knowledge and skills. The methods used could include both formal test situations and less formal, but nonetheless systematic observations of student performance.

In all subjects these may involve some of the following:

- half-yearly and yearly examinations,
- written, practical, oral and/or aural tests,
- class and/or home assignments including essays and practical tasks,
- individual and team projects of varying degrees of length and complexity,
- oral presentations, or fieldwork.

## The Standard - Completing assessment tasks honestly

This standard sets out the NESA requirements concerning students submitting their own work in HSC assessment. Candidates for the Higher School Certificate, as well as their teachers and others who may guide them, are required to comply with the standard honestly and with good scholarship.

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

### What is meant by good scholarship?

Good scholarship means three things.

- **Being honest and ethical:** you must be honest about what is your own work and what isn't, and about where you got your information.
- **Listing all your sources:** research using different sources of information is an important part of HSC work. Being an ethical researcher and a good scholar means listing all your sources and correctly citing each source.
- **Using your own words:** communicate what you have learnt in your own words. This isn't always easy to do but it is very important and really worth the effort.

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created or developed by others must be acknowledged in accordance with the NESA subject specification documentation. Use of inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged. General teaching and learning do not require formal acknowledgement.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Malpractice in any form, including plagiarism, is unacceptable. NESA treats malpractice very seriously and any detected malpractice will limit a student's marks and jeopardise their HSC. Should malpractice be suspected, students will be required to demonstrate that all unacknowledged work is entirely their own. Serious deliberate acts of malpractice amount to corrupt conduct and, where appropriate, NESA will report matters to the Independent Commission Against Corruption.

These requirements should be read in conjunction with NESA syllabuses and policies in related areas such as malpractice and satisfactory completion of a course. They include:

- [Honesty in HSC Assessment - the Standard](#)
- [Rules and Procedures for Higher School Certificate Candidates](#)
- [Assessment Certification and Examination Manual](#)
- [Advice for students about HSC assessment](#)
- [HSC Assessment and Submitted Works - Advice to Students](#)
- [HSC Assessments and Submitted Works - Advice to Parents](#)
- [HSC: All My Own Work](#)
- [HSC assessment in a standards-referenced framework - A Guide to Best Practice](#)

## The responsibilities of the School

The school is required to provide students with the following information:

- An assessment schedule that has been developed for each course, within the guidelines provided by the NESA, incorporating mandatory assessment components and weightings for that course
- NESA document [HSC Rules and Procedures Guide](#)
- The assessment policy and procedure and a student sign off acknowledgement
- Written notification provided to students at least two (2) weeks in advance of the scheduled assessment task

At the completion of each task, students will receive:

- A mark for that task
- The marking criteria and
- Feedback concerning areas for further improvement

In exceptional circumstances, some tasks may be rescheduled or substituted during the course of the year. In such cases, head teachers or class teachers will inform students of the new arrangements and provide an additional sign off.

Where a completed task has been declared void, a new task will be set, and the same requirement of two week's notification will be upheld.

## The responsibilities of the Student

It is the responsibility of the student to:

- Complete each course in which he/she is enrolled. This will be demonstrated by:
  - Following the course that has been developed or endorsed by NESA
  - Applying themselves with diligence and sustained effort to the set tasks and experiences provided by the course, and
  - Achieving some or all of the course outcomes.
- Absence from class may mean that a student is not applying himself/herself with diligence and sustained effort and may therefore lead to an "N Determination" warning.
- Complete tasks immediately on return to school after an absence. In cases where tasks may be assessed over several days (for instance speeches and presentations) and a student is absent, the student must be prepared to present their task on the first day he/she returns to school.
- Attend school for the full day of an assessment task, otherwise a penalty may result.
- Make a serious attempt at all tasks which are set out in the assessment program for each course.
- Present work that is his/her own, in the specified form by the due date. A student who is found guilty of malpractice will be given a zero mark for the task and an "N Determination" warning will be issued.
- Be responsible to be present for, or to hand in all assessment tasks at the required time as specified on the specific task notification.
- Contact the school if you cannot complete an assessment task due to illness or misadventure on the day the task is due. The parent/carer should telephone the school in order to notify the class or head teacher of the relevant faculty. An "Assessment Task Illness and Misadventure Application" (included in this document or available from the deputy principal) must be completed and returned to the deputy principal immediately who will then determine the case. Supporting documentation must be provided, such as a medical certificate or a satisfactory explanation in writing in the case of misadventure, explaining your inability to do the task. It is not the responsibility of teachers to request an appeal.
- Sit examinations during their scheduled times. No exemptions will be given. If a student fails to sit an examination, the illness/misadventure process must be followed.
- Approach the relevant head teacher before the due date of the task where an absence is known in advance. Students should use the "appeal for a Change of Date" form or, in the case of mandatory VET work placement, the log of work expected to be completed during the placement. With the exception of exam periods, an alternative date or task may be negotiated. However, if a leave of absence is denied, absence or non completion of the task will result in a zero mark.
- Complete all set course work and learning tasks (not just Assessment Tasks) in order to achieve course outcomes even when absent from class.
- Complete mandatory work placement if enrolled in a VET course.



- Attend classes regularly and ensure their attendance does not fall below 90% to meet each course requirements.

## The responsibilities of the Teacher

It is the responsibility of the teacher to:

- Develop an assessment schedule of three tasks for Year 11 and four tasks for Year 12 of various types for 2 unit courses in line with NESA requirements (for instance formal examinations, practical tests, oral presentations).
- Allocate weightings to each of the tasks in accordance with the component weightings and the school's judgement of the relative importance of each task.
- Supply their students with detailed information (Assessment task notifications) about each assessment.
- Notify students in writing of the course assessment requirements.
- Notify students in writing at least two weeks prior to each task. This notification will include:
  - The date the task is due,
  - A description of the task,
  - The weighting of the task,
  - The outcomes being assessed, and
  - The criteria on which the task will be marked.
- Notify students and their parents in writing by issuing a "N Determination" warning letter if they fail to meet course requirements, including assessment requirements.
- Negotiate a suitable change of date if it is necessary to change the notified date of a set assessment task.
- Arrange for disability provisions and or adjustments for the completion of assessment tasks for those students who were granted such provisions by the Learning and Support Teacher (LaST), or in accordance with the adjustments and accommodations agreed upon in the student's current Individual Learning Plan.
- Ensure that assessment tasks are returned within two weeks of submission to students with a mark or grade and feedback to assist improvement in student performance. This feedback should include:
  - The student's achievement in relation to the outcomes
  - The student's position relative to the course group.
  - Appropriate and specific feedback about the student's performance in the task.
  - Comment in relation to the marking guidelines, and strategies and suggestions for improvement.

Teachers will also:

- Collate and maintain the assessment marks and related information during the course.
- Refer appeals and variations to the head teacher and/or deputy principal and/or principal for determination, under exceptional circumstances.
- If a change of date for completion of a task is required there is no need for a further two weeks' notice provided the task is not being brought forward.
- Under certain circumstances, teachers may find it necessary to vary their Assessment Schedules. If this should occur, students will be informed in writing.

## The responsibilities of Head Teachers

In order to support students to successfully meet the NESA requirements for HSC courses and assessment, head teachers will:

- Negotiate with the deputy principal any alternative arrangements for a task to be approved.
- Keep a copy of the task in print and/or electronic form in case the original is mislaid.
- Make recommendations about extensions, malpractice, illness/misadventure and refer these to the deputy.
- Follow up any concerns with assessment tasks at the time they are marked and returned. (see Appeals Procedure for school based assessment task)
- Check assessment schedules to ensure they accurately reflect course component weightings and ensure all students must follow the principles and practices of good scholarship, as described in the [HSC: All My Own Work](#) program.
- Ensure all students comply with the standard set out by NESA in [Honesty in HSC Assessment - the Standard](#).

- Maintain 'markbooks' and or centralised systems of record keeping to suit the reporting methods used by Batemans Bay High School.
- Ensure that all classes doing the same assessment task for the same course are dealt with equitably.

## **What happens if a student fails to fulfil his/her responsibilities?**

If a student fails to fulfil his/her responsibilities, he/she may receive:

- A zero mark for work that is not his/her own.
- A zero mark for work not submitted by the due date.
- A zero mark for a non-serious attempt.
- A zero mark for work not granted consideration due to illness/misadventure.
- An "N Determination" warning in a particular course if he/she fails to complete tasks which represent in excess of 50% of the possible assessment marks in that course.

**Failure to meet responsibilities may result in a "N Determination" warning letter, which may place a student's HSC in jeopardy. Students and parents will be warned in writing.**

## **Notification of assessment tasks**

Assessment tasks are clearly designated, and notice of the due date is given in writing to students at least two weeks in advance (see sample Notification of Assessment Task included in this document). Students who are absent from school or class on the day a task is issued have the responsibility to collect the task from the teacher and sign for it. Students cannot use the excuse that they were absent on the day a task was issued and therefore unable to complete or sit the task. Assessment tasks will not be due or take place in the two-week period before half-yearly or yearly examinations.

## **School based assessment task appeals procedure**

In the event that a student questions or has concerns relating to marked assessment tasks, these must be raised with the teacher within two to three days of receipt of the marked task. All further appeals should be directed to the deputy principal within five days of the decision.

In particular, appeals can only be made on the basis of:

- The weightings specified by the school not conforming with the Board's requirements.
- The procedures used by the school for determining the final assessment mark do not conform with its stated program.
- Breach the Batemans Bay High School Assessment Policy.
- There being computational or other clerical errors in determination of the assessment mark.

If necessary, appeals may be referred to the principal for determination.

## **Non-serious attempts**

Students are warned that NESA does not treat non-serious attempts lightly and may prevent the award of an HSC, especially where it occurs during an actual HSC examination. Non-serious attempts include:

- Failure to submit an assessment task.
- Submitting a frivolous attempt of an assessment task.
- Failure to submit, on request, evidence of weekly work completed.

Where a student fails to comply with NESA or school requirements for the satisfactory completion of a Preliminary or HSC course, the student will receive an official warning letter from the school outlining the nature of any outstanding work or assessment tasks and a reasonable time frame in which to complete it.



## Assessment in VET courses

VET courses use competency-based assessment. This enables students to gain a nationally recognised Australian Qualification Framework (AQF) credential.

It is mandatory that all students studying VET courses do the mandatory work-placement. Failure to satisfactorily complete work-placement will result in an “N Determination” for the course.

## Official warning letters

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:

- 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.

Where students do not complete components of the course, and do not subsequently provide documented explanation, official warning letters of concern (“N” determination warning letters) will be sent to parents/caregivers outlining the areas of unsatisfactory completion of course requirements, including zero marks being awarded.

The warning letter is designed to give students the opportunity to redeem themselves. It will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student must comply with the letter’s requirements in full.

Failure to submit assessment items to a reasonable standard will make it impossible for the principal to determine if the student has achieved course outcomes. It may also indicate that a student has not applied themselves with diligence and sustained effort. In the case of failure to submit an assessable item, the principal or their delegate who will follow the “N” Determination process.

## Technology problems

Computer, Internet and printer malfunctions are not automatically grounds for misadventure, particularly if the completion and printing of tasks is left until the night before a task is due. However, a misadventure application may be lodged provided that a student is able to show evidence of his/her work. This evidence may be in the form of:

- a draft printout of the task,
- a hand written draft version of the task,
- an electronic copy of the task given to the teacher, in the case of a printer malfunction.

Furthermore, students must be able to supply independent evidence of technology problems (e.g. a letter from a computer repairer).

An “N Determination” warning and zero mark will be awarded if a student is unable to show evidence of the task in draft form. It is recommended that students keep a back-up copy of tasks in progress. Students can email themselves a copy of the task each, thereby having access to the latest copy of the task from any computer connected to the Internet.

## New enrolments

Special provision will be made for students who enrol in the school after the commencement of the assessment program. These students will not be required to do the tasks they have missed. They will do the tasks that fall due after they have enrolled in the course and be given a ranking based on these tasks provided that the head teacher concludes that the number of tasks done is sufficient to make the ranking valid i.e. the combined weighting of the tasks is greater than 50% of the total assessment mark. If this is not the case, then alternative arrangements will be made.

Students and parents should be aware that it is not valid to include marks gained in one course or with one group of students in the calculation of the assessment mark in another course or with another group of students.

## NESA special provisions

NESA may grant special provision to students who have medical conditions that require, for example, rest breaks, food, special furniture. Where provisions are likely to be granted by the NESA they will also be available to students during the Trial HSC exams. Students who have special needs should discuss them with the school counsellor/learning support teacher as early as possible so that appropriate documentation can be completed.

## Excursions and school events

Timetabled assessment tasks must take precedence over all other school activities. Students are required to sit for the assessment task or submit a hand in task as scheduled. No allowance will be made for students who attend an excursion for another subject instead of fulfilling their HSC Assessment obligations on the given date unless alternative arrangements have been pre-arranged.

## Grading

NESA will only report student marks at the completion of the HSC. However, a grade from A to E will be awarded by the school for most Preliminary courses on the basis of performance descriptors issued by NESA. These grades will indicate the student's level of achievement relative to the knowledge and skills objectives of the course.

<b>A</b>	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition, the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
<b>B</b>	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition, the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
<b>C</b>	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
<b>D</b>	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
<b>E</b>	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.
<b>N</b>	An "N determination" may be applied, meaning the student has failed to meet course outcomes.

The grades form part of a student's ROSA.

# Tips for Being a Successful Student

## Be Organised

The first step towards success at school is to be organised. This means that you know where you keep your books and equipment, know when school work is due, and can find things when you need them. If you have your own room, make sure that all your books and equipment are in one place.

Check your timetable each evening before going to bed. Then use this information to pack your school bag. If you have a system like this, you will never forget your books or equipment. A school diary is a very useful resource that can help you get organised. Your diary will have a calendar and a weekly planner where you can write when homework, assignments or other school work is due. Develop a habit of regularly writing in your diary and looking up the things you write. A study guide is a great tool that can help you get organised. You can quickly glance over important dates and events. Your study guide works well with your diary if you regularly update your guide with dates you write in your diary. A weekly planner not only tells you when school work is due, but it can also help you plan your time by allowing you to calculate, at a glance, how much time you have left before something is due.

Your weekly planner should be updated every week to reflect the amount of time you need to spend on different tasks. You should have separate exercise books for all subjects. You should use headings and subheadings for things you write, and you should always date your work so it's easier to sequence.

## Prioritise Your Time and Work

To prioritise means to make a decision on what is important and what needs to be done first. To help you prioritise you should have clear and manageable learning goals and know what you have to do to achieve those goals.

Being organised, knowing when work is due, and knowing how much time you have to do it, will help you set priorities and find time to do things that are urgent and important. Make a short list of the most urgent or most important things you have to do. This list should not be too long - five or so items at a time - and you should always complete the item at the top of the list first.

Your *To Do* list will help you always feel in control and it will give you a sense of achievement. Your *To Do* list should have all your urgent tasks on it to help you to remember that they have to be done. The most urgent tasks should be at the top of your list. Important things are not always urgent, but they have to be done - and you must find the time to do them. There is a range of important things, and these things are not just school work. However, by prioritising you will be able to find a balance between everything that is important to you.

It is important to have learning goals. Learning goals should be realistic and manageable. For example, think about your learning goals a year from now, but also think about all the small steps that will allow you to get there. Plan on doing the small steps first, and then gradually build up. Knowing where you want to go makes getting there a lot easier. If you are not sure about your goals, talk to someone who can help you work out where you want to be and how to get there.

School work is very important, but so are the other things you do after school. The trick is to find a balance between the different things you do after school. Use a weekly planner to help you in this process. Work out all the things you have to do that week (prioritise), then see how much time is left for other things. Finding the right balance will reduce stress and help you stay on task.

## Get Things Done

Getting things done can be time-consuming and challenging, but if you are organised and you have your priorities right, it will make your workload easier.

Bigger tasks should be broken down into smaller parts. Each assignment or project should be broken down into smaller, manageable components, and then time should be allocated to each component in your weekly planner. This makes big jobs easier to do and it reduces stress.

When breaking things down, make sure that you understand all the steps that have to be completed, and then work on the first step until it is done. Only when you have completed the first step should you

move on to the next step. Your study schedule should help you work out how much time you have to complete each step.

Going over your class notes and linking them to key skills and concepts should be something you do at home during the time set aside to do homework. Even if your teacher does not set this activity explicitly for homework, you should be doing this regularly at home.

Making study notes is the process of linking content learned in class to key skills and processes. Once you have your study notes you will find it is much easier to do assessment tasks and prepare for tests and examinations as these always ask you to link knowledge to key skills.

You should ask for feedback from your teacher on your progress to see that you are doing the right thing and that you are on the right track. If you give yourself enough time to complete your work, you should be able to show your teacher a fairly complete draft at least several days before the work is due. This will give your teacher time to get back to you and give you time to act on the feedback you get.

# Formatting a Bibliography

A bibliography is a list of resources used in preparing a piece of work. When writing up a piece of work you will need to cite (quote) the bibliographical references of all the resources you have used. For the purpose of this task, bibliographical references need to be cited in an alphabetical list at the end of the work.

## Web site

Author's surname, initials. (Year). Title. (*use italics*) [Internet]. Place of publication (city or town): Publisher (if ascertainable). Available at: URL [accessed date].

Holland, M. (1996). *Harvard System*. [Internet]. Poole: Bournemouth University. Available at: <http://www.bournemouth.ac.uk/service-depts/lis/LIS-Pub/harvardsys.html> [accessed 6 May 2001].

## E-mail references

Langford, L (1998). Information Literacy (online). Available at: [emailllangford@csu.edu.au](mailto:emailllangford@csu.edu.au)

## Documents

Sickles, Dan. (1864) "Historicus's Version in *Selected Reports From the Official Records* (online). Available at <http://www.arthes.com:1030/Oct.23> 1996

## CD-ROMs

Author's surname, initials. (Year). Title: (*use italics*) [CD-ROM]. Place of publication: Publisher.  
Hawking, S.W. (1994). *A Brief History of Time: an interactive adventure*. [CD-ROM]. New York: Crunch Media.

## Books

Author's surname, initials. (Year). Title of Book (*use italics*). Place of publication (city or town): Publisher.

Dixon, J. (1993). *How to be a successful student*. Ringwood: Penguin Books.

## Books (edited)

Editor's surname, initials. (ed.) (Year). *Title of Book*. Place of publication: Publisher.

Morgan, J. (ed.) (1993). *How to be a successful author*. Ringwood: Penguin Books.

## Reference Books

*Title of book*. (Year). Place of publication: Publisher.

*The Cambridge Encyclopaedia of Human Evolution*. (1992). Cambridge: Cambridge Uni. Press.

## Journal Articles

Author's surname, initials. (Year). Title of article. Title of journal (*use italics*) Volume, number, month/season, page numbers of article.

Burns, S. (1989). There's more than one way to learn. *Australian Wellbeing* No 33, Oct, pp. 42-44.

## Newspaper articles

Author's surname, initials. (Year). Title of article. Title of newspaper (*use italics*). Date of publication, page numbers of article.

Popham, B. (1997). Saving the Future. *Weekend Australian*. 7 February, p.10.

## Interviews

Surname of interviewee, First initial. Kind of interview. Date of interview.

Archer, N. Telephone interview. 11 October, 1999.

## Videos

Series title. Series number. Title (*use italics*). (Year). Place of publication: Publisher. Date of transmission, [Medium: Format].

Fragile Earth. 5. *South American Wetland*. (1982). London: BBC. 17 October, [video: VHS]

## Annotated Bibliography

An annotated bibliography is simply an organised list of sources, each of which is followed by a brief note or annotation. These annotations do one or more of the following: describe the content and focus of the resource; suggest the usefulness of the resource to your research; evaluate its method, conclusions or reliability; record your reactions to the resource.

# Glossary of key verbs for the Higher School Certificate

Preliminary HSC subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do.

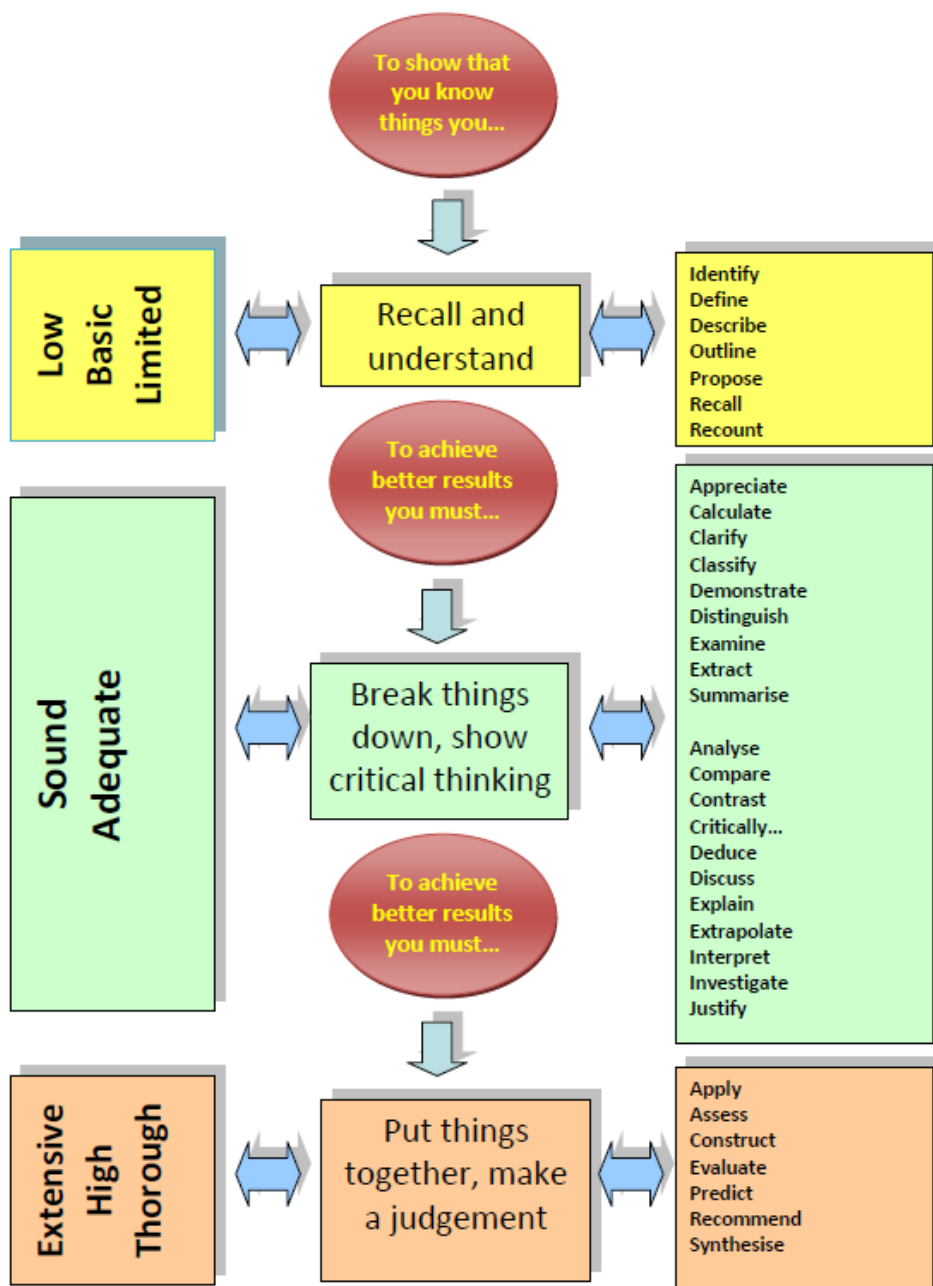
This glossary of key verbs has been developed to help provide a common language and consistent meaning in Preliminary HSC tasks and examinations. Using the glossary will help you understand what is expected in answers to questions in examinations and assessment tasks.

Key Word	Definition – what you have to do
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
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; 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
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

## The sequence of key verbs

Students should be aware that the key words used by the NESA in examinations and course outcomes are verbs, or doing words. These verbs can explicitly guide students when studying, completing assessment tasks or preparing for exams. These verbs can also be sequenced by the level of difficulty – with lower order verbs typically linked to questions worth fewer marks, and with higher order verbs typically associated with questions worth more marks. There is an explicit link between students' ability to engage in higher order thinking using higher order verbs and high achievement in the HSC.

### Key Skills and Levels of Achievement







## Sample assessment task notification



**Task Number:**

**Task Name:**

**Module/Unit/Topic:**

**Weighting:**

**Class Teacher/s:**

**Date Distributed:** Term \_\_, Week \_\_ - Day \_\_/\_\_/\_\_

**Due Date:** Term \_\_, Week \_\_ - Day \_\_/\_\_/\_\_

**Submission Details:** Task must be submitted to your class teacher by TIME on the due date.

**Outcomes to be Assessed:**

**Task Description:**

**Task Criteria:**

You will be assessed on how well you:

- 

Marking Criteria	Marks
•	A 9-10
•	B 7-8
•	C 5-6
•	D 3-4
•	E 1-2
<b>Total</b>	____/10



## Appeal for Change of Date Due to Absence



The appeal should be made verbally to the class teacher initially, and then in writing to the Head Teacher.

To Head Teacher	
<b>Student name:</b>	<b>Course:</b>
	<b>Task:</b>
<b>Class teacher:</b>	<b>Date originally given task:</b>
<b>Date task due:</b>	<b>Has the matter been discussed with class teacher?</b>
	<b>Yes                  No</b>
<b>Reason for appeal:</b>	
<b>Supporting evidence (reasons and verification):</b>	
<b>Outcome of appeal:</b>	
<b>Date appeal received by head teacher:</b> _____	
<b>Signature of head teacher:</b>	
<b>Student notified:</b>	<b>Date:</b>
<b>Yes                  No</b>	



## Assessment Task Illness/Misadventure Application

If illness, misadventure or other special circumstances prevent you from completing an assessment task on or by the due date, you must do the following:

- Where possible, advise the Head Teacher on or before the due date, either in person or by a phone call to the school
- Upon returning to school, complete this form and attach any appropriate documentation and present it to the Deputy Principal as soon as possible.

Part A: To be completed by student	
Student name	
Class teacher	
Course	
Assessment task	Due date
Circle reason for appeal	<div style="display: flex; justify-content: space-around; padding: 5px;"> <span>Illness</span> <span>Misadventure</span> <span>Approved leave</span> <span>School commitment</span> <span>Other</span> </div>
Explanation (attach supporting documents such as medical certificate and/or letter from parent/carer)	
Student (signed)	Date
Part B: To be completed by head teacher	
Recommendation	<input type="checkbox"/> School notified on day
Head Teacher (signed)	Date
Part C: To be completed by deputy principal	
<input type="checkbox"/> Upheld: complete task, task due <input type="checkbox"/> Upheld: marks averaged at completion of course <input type="checkbox"/> Dismissed: zero marks, no N determination warning issued <input type="checkbox"/> Dismissed: zero marks, N determination warning issued <input type="checkbox"/> Other:	<input type="checkbox"/> Faculty informed of decision <input type="checkbox"/> Student informed of decision <input type="checkbox"/> Entered on database
Deputy Principal (signed)	Date

# Batemans Bay High School

## Student Assessment Planner

**2021**

### **Note:**

The following pages have been included so that you may record the actual date of your Assessment tasks.

- By using your term calendar, you should be able to avoid that last minute panic
- If overcrowding of tasks is evident, speak with your class teacher and/or year advisor.

### **Term dates**

Term 1 2021	Monday 1 February to Thursday 1 April (school development days 27, 28 January)
Term 2 2021	Tuesday 20 April to Friday 25 June (school development day Monday 19 April)
Term 3 2021	Tuesday 13 July to Friday 17 September (school development day Monday 12 July)
Term 4 2021	Tuesday 5 October to Thursday 16 December (school development day Friday 17 December)

Individual Assessment Task Record Sheet (Record your results when you receive your assessment feedback)									
Subject					Subject				
Task	Due Date	Mark	Rank	Cumm Assess Rank	Task	Due Date	Mark	Rank	Cumm Assess Rank
1									
2									
3									
4									
5									

Individual Assessment Task Record Sheet (Record your results when you receive your assessment feedback)									
Subject					Subject				
Task	Due Date	Mark	Rank	Cumm Assess Rank	Task	Due Date	Mark	Rank	Cumm Assess Rank
1									
2									
3									
4									
5									

Individual Assessment Task Record Sheet (Record your results when you receive your assessment feedback)									
Subject					Subject				
Task	Due Date	Mark	Rank	Cumm Assess Rank	Task	Due Date	Mark	Rank	Cumm Assess Rank
1									
2									
3									
4									
5									

## Term 1, 2021

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
JAN	1		26 Public Holiday	27 School Development Day	28 School Development Day	29 Year 7, 11, 12	
FEB	2	1 Year 8, 9, 10	2	3	4	5	
FEB	3	8	9	10	11	12	
FEB	4	15	16	17	18	19	
FEB	5	22	23	24	25	26	
MAR	6	1	2	3	4	5	
MAR	7	8	9	10	11	12	
MAR	8	15	16	17	18	19	
MAR	9	22	23	24	25	26	
MAR/ APR	10	29	30	31	1	2 Public Holiday	

## Term 2, 2021

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
APR	1	19 School Development Day	20	21	22	23	
APR	2	26	27	28	29	30	
MAY	3	3	4	5	6	7	
MAY	4	10	11	12	13	14	
MAY	5	17	18	19	20	21	
MAY	6	24	25	26	27	28	
MAY/ JUN	7	31	1	2	3	4	
JUN	8	7	8	9	10	11	
JUN	9	14 Public Holiday	15	16	17	18	
JUL	10	21	22	23	24	25	



### Term 3, 2021

	Week	Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
JUL	1	12 School Development Day	13	14	15	16	
JUL	2	19	20	21	22	23	
JUL/ AUG	3	26	27	28	29	30	
AUG	4	2	3	4	5	6	
AUG	5	9	10	11	12	13	
AUG	6	16 Moratorium	17 Moratorium	18 Moratorium	19 Moratorium	20 Moratorium	
AUG	7	23 Moratorium	24 Moratorium	25 Moratorium	26 Moratorium	27 Moratorium	
AUG/ SEP	8	30 Year 11 Final Exams	31 Year 11 Final Exams	1 Year 11 Final Exams	2 Year 11 Final Exams	3 Year 11 Final Exams	
SEP	9	6	7	8	9	10	
SEP	10	13	14	15	16	17	

# Batemans Bay High School

## Preliminary HSC Assessment Schedules 2021

### **Note:**

The following section of the assessment booklet provides the assessment overview for all HSC courses delivered by Batemans Bay High School, giving students an indication of what will be assessed and how it will be assessed. Students should pay close attention to the weighting of each task and how it contributes to the overall assessment mark.

The weeks provided in each overview are intended as a guide only and while information is correct at the time of printing, in some circumstances, information may change. It is important for students to check the specific notification for each individual task when it is handed out.

# Schedule

Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
						Bio Task 1	Ab St Task 1 Bus St Task 1	Ag Task 1 Chem Task 1 Drama Task 1 Eng Std Task 1 Math St Task1 Music Task 1 PDHPE Task1 Society Task 1	Eng Adv Tsk 1 Eng St Task 1 Math Adv Task 1	Geog Task 1 Legal Task 1 Math Ext 1 Task 1 Mod H Task 1 SLR Task 1 Vis A Task 1 Work St Tsk2
Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Textile Task 1	An His Task 1 D&T Task 1 Eng Ext Task1 Ind T Task 1 Inv Sc Task 1			CAFS Task 1 Phys Task 1	Ag Task 2 Math Ad Tsk 2 Vis Art Task 2	Bus St Task 2 Math Ext 1 Task 2 Math St Task2 Music Task 2	Ab St Task 2 An His Task 2 Chem Task 2 Drama Task 2 Eng Std Tsk 2 Legal Task 2 PDHPE Task2	Eng Ad Tsk 2 Eng St Task 2 Eng Ext Task2 Inv Sc Task 2 Mod H Task 2 Society Task 2	D&T Task 2 Geog Task 2
Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
	Textile Task 2	Bio Task 2 Phys Task 2		Ind T Task 2	CAFS Task 2 Eng Std Tsk 3 SLR Task 2 Work St Task2	Moratorium	Moratorium	Yearly Examination	English Ext Task 3	

<b>Aboriginal Studies</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Task 1 Week 7	Term 2 Week 8	Term 3 Week 8
		Report	Research Report	Yearly Examination
		Outcomes: P1.1, 2.1, 2.2, 3.2	Outcomes: P1.2, 1.3, 3.1, 3.2	Outcomes: P2.2, 3.3, 4.1, 4.3
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Communication of information and ideas in appropriate forms	25%	10%	10%	5%
Investigation, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15%	5%	5%	5%
Knowledge and understanding of course content	40%	10%	10%	20%
Research and inquiry methods, including aspects of the Local Community Case Study	20%	5%	10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

<b>Agriculture</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 8	Term 2 Week 6	Term 3 Week 8
		Farm Case Study	Presentation Plant or Animal Problem	Yearly Examination
		Outcomes: P1.1, P2.1, P2.3, P3.1, P5.1	Outcomes: P2.1, P3.1, P5.1	Outcomes: P1.1, P2.1, P2.2, P2.3, P3.1, P4.1, P5.1
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge, understanding and skills required to manage agricultural production systems	40%	15%	10%	15%
Skills in effective research, experimentation and communication	20%	5%	10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

<b>Ancient History</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 2 Week 2	Term 2 Week 8	Term 3 Week 8
		Investigating Ancient History Nature of Ancient History and Case Studies	Historical Investigation	Yearly Examination
		Outcomes P1.1, P2.1, P3.1, P3.2, P3.4, P3.5, P3.6, P4.1, P4.2	Outcomes P1.1, P2.1, P3.1, P3.2, P3.4, P3.5, P3.6, P4.1, P4.2	Outcomes P1.1, P2.1, P3.1, P3.2, P3.4, P3.5, P3.6, P4.1, P4.2
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding course content	40%	20%	10%	10%
Communication of historical understanding in appropriate forms	20%	7.5%	5%	7.5%
Historical skills in the analysis and evaluation of sources and interpretations	20%	7.5%	5%	7.5%
Historical inquiry and research	20%	5%	10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>40%</b>	<b>30%</b>	<b>30%</b>

<b>Biology</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 6	Term 3 Week 2 (run during term 2)	Term 3 Week 8
		Practical Investigation Microscopy: Size of Red and White Blood Cells	Depth Study Cullendulla Creek Field Work and Report	Yearly examination
		Outcomes: BIO 11/12.1, 11/12.2, 11/12.3, 11/12.7, 11.9	Outcomes: BIO 11/12.1, 11/12.4, 11/12.5, 11/12.6, 11/12.7, 11.10	Outcomes: BIO 11/12.4, 11/12.5, 11/12.6, 11/12.7, 11.8, 11.9, 11.10, 11.11
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Skills in working scientifically	60%	20%	20%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



<b>Business Studies</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 7	Term 2 Week 7	Term 3 Week 8
		Research Based Presentation	Stimulus Based Business Report	Yearly Examination
		Outcomes P1, P2, P7, P9	Outcomes P4, P5, P8, P9	Outcomes P1, P2, P3, P4, P6, P8, P10
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%	10%	10%	20%
Stimulus based skills	20%		15%	5%
Inquiry and research	20%	20%		
Communication of business information	20%	5%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>

<b>Chemistry</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8
		Make and Present a Model Module 1 Properties and Structure of Matter	Depth Study Practical Task Module 3 Reactive Chemistry	Yearly Examination
		Outcomes CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-7, CH11-8	Outcomes CH11/12-1, CH11/12-2, CH11/12-3, CH11/12-4, CH11/12-5, CH11/12-7, CH11-10	Outcomes CH11/12-1 to CH11/12-7 and CH11-8 to CH11-11
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Skills in working scientifically	60%	15%	25%	20%
Knowledge and understanding of course content	40%	10%	10%	20%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>35%</b>	<b>40%</b>

<b>Community and Family Studies</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 2 Week 5	Term 3 Week 5	Term 3 Week 8
		Managing Resources Written Task  Modules - Resource Management/ Individuals and Groups	Report  Modules - Individuals and Groups/ Families and Communities	Yearly Examination
		Outcomes: P1.1, 1.2, 2.1, 4.2, 5.1, 6.1, 6.2	Outcomes: P1.2, 2.1, 2.3, 3.2, 4.1, 4.2, 6.2	Outcomes: Selection of All
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research methodology, analysing and communicating	60%	25%	25%	10%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

<b>Design and Technology</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 2 Week 2	Term 2 Week 10	Term 3 Week 8
		Designer Case Study	Preliminary Project	Yearly Examination
		Outcomes: P1.1, P2.1, P2.2, P6.1	Outcomes: P3.1, P4.1, P4.2, P4.3, P5.1, P5.2, P5.3, P6.2	Outcomes: P1.1, P2.2, P5.1, P5.2, P5.3
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%	10%	10%	20%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%	20%	30%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

<b>Drama</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8
		Work Shop Performance Styles	Group Performance Playbuilding	Yearly Examination (Practical and Theory)
		Outcomes: P1.2, P1.3, P2.2, P2.3, P2.4, P3.1, P3.2, P3.3	Outcomes: P2.1, P2.3, P2.4	Outcomes: P1.1, P1.3, P1.4, P2.1, P2.4, P3.3, P3.4
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Making	40%	15%	10%	15%
Performing	30%	10%	10%	10%
Critically Studying	30%	10%	10%	10%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>30%</b>	<b>35%</b>

<b>English Advanced</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8
		Portfolio of Work Reading to Write	Multimodal Presentation Module A: Narratives That Shape Our World	Yearly Examination
		Outcomes: EA11-3, EA11-5, EA11-8, EA11-9	Outcomes: EA11-2, EA11-4, EA11-6, EA11-7	Outcomes: EA11-1, EA11-3, EA11-5
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	<b>50%</b>	20%	10%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	<b>50%</b>	10%	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

<b>English Extension</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 2 Week 2	Term 2 Week 9	Term 3 Week 9
		Creative Task Texts, Culture and Value	Essay Texts, Culture and Value	Multimodal Presentation Independent Research Project
		Outcomes: EE11.1, EE11.3	Outcomes: EE11.2, EE11.5	Outcomes: EE11.4, EE11.6
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of complex texts and of how and why they are valued	50%	15%	15%	20%
Skills in complex analysis, sustained composition and independent investigation	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

English Standard		Task 1	Task 2	Task 3
		Term 1 Week 9	Term 2 Week 9	Term 3 Week 8
		Portfolio of Work Reading to Write	Multimodal Presentation Module A: Contemporary Possibilities	Yearly Examination
		Outcomes: EN11-1A, EN11-3, EN11-4, EN11-5, EN11-9	Outcomes: EN11-2, EN11-7, EN11-8	Outcomes: EN11-6, EN11-9
Course Component	Syllabus Weightings			
Knowledge and understanding of course content	50%	20%	10%	20%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50%	10%	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



<b>English Studies</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 5
		Becoming an Employee Mandatory Module: Achieving Through English	In Class Exam Playing the Game	Collection of Classwork Achieving Through English, The Big Screen, Playing the Game
		Outcomes: ES 11.4, 11.5, 11.6	Outcomes: ES 11.1, 11.2, 11.9	Outcomes: ES11-2, ES11-3, ES11-4, ES11-7, ES11-10
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	<b>50%</b>	15%	15%	20%
Skills in comprehending texts and communication of ideas, using language accurately, appropriately and effectively	<b>50%</b>	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

<b>Geography</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 10	Term 2 Week 10	Term 3 Week 8
		Case Study Investigation Biophysical Interactions	Senior Geography Report	Yearly Examination
		Outcomes: P1, P2, P3, P8, P12	Outcomes: P7, P8, P9, P10, P11, P12	Outcomes: P1, P3, P4, P5, P8, P9, P10, P12
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%	10%	10%	20%
Geographical tools and skills	20%	5%	5%	10%
Geographical inquiry and research, including fieldwork	20%	5%	15%	
Communication of geographical information, ideas and issues in appropriate forms	20%	5%	10%	5%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>40%</b>	<b>35%</b>

<b>Industrial Technology</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 2 Week 2	Term 3 Week 4	Term 3 Week 8
		Industry Study	Preliminary Project	Yearly Examination
		Outcomes: P1, P2, P5.1, P6.2, P7.1, P7.2	Outcomes: P2.1, P2.2, P3.1, P3.2, P3.3, P4.1, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	Outcomes: P1.1, P2.2, P6.1, P6.2, P7.1, P7.2
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%	15%	5%	20%
Knowledge and skills in designing, managing, producing and evaluating design projects	60%		50%	10%
<b>TOTAL</b>	<b>100%</b>	<b>15%</b>	<b>55%</b>	<b>30%</b>

<b>Investigating Science</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 2 Week 2	Term 2 Week 9	Term 3 Week 8
		Practical Investigation Modules 1 and 2	Depth Study Research and Presentation Modules 2 and 3	Yearly examination
		Outcomes: INS 11/12.1, 11/12.2, 11/12.3, 11/12.4, 11/12.5, 11/12.7, 11.8, 11.9	Outcomes: INS 11/12.5, 11/12.6, 11/12.7, 12.12, 12.13, 12.15	Outcomes: INS 11/12.4, 11/12.6, 11/12.7, 11.8, 11.9, 11.10, 11.11
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Skills in working scientifically	60%	20%	20%	20%
Knowledge and understanding of course content	40%	10%	20%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

<b>Legal Studies</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 10	Term 2 Week 8	Term 3 Week 8
		Research Task and Class Test	Research Task and Oral Presentation	Yearly Examination
		Outcomes: P1 – P10	Outcomes: P1, 4, 5, 8, 9, 10	Outcomes: P1, 2, 3, 5, 7, 9
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%	10%	10%	20%
Analysis and evaluation	20%	5%	5%	10%
Inquiry and research	20%	10%	10%	
Communication of legal information, issues and ideas in appropriate forms	20%	5%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

<b>Mathematics Advanced</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 9	Term 2 Week 6	Term 3 Week 8
		Class Test Topic F1	Assignment/Investigation Topic C1	Yearly Examination Topics F1, T1, T2, C1, E1, S1
		Outcomes: MA11.1, MA11.2, MA11.8, MA11.9	Outcomes: MA11.1, MA11.5, MA11.8, MA11.9	Outcomes: MA11.1, MA11.2, MA11.3, MA11.4, MA11.5, MA11.6, MA11.7, MA11.8, MA11.9
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Understanding, fluency and communication	50%	20%	10%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>

<b>Mathematics Ext 1</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 10	Term 2 Week 7	Term 3 Week 8
		Task Class Test Topic F1	Task Assignment / Investigation Topics: T1, T2	Yearly Examination Topics: F1, F2, T1, T2, A1, C1
		Outcomes: ME11.1, ME11.2, ME11.6, ME11.7	Outcomes: ME11.1, ME11.3, ME11.6, ME11.7	Outcomes: ME11.1, ME11.2, ME11.3, ME11.4, ME11.5, ME11.6, ME11.7
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Understanding, fluency and communication	50%	20%	10%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>25%</b>	<b>40%</b>

<b>Mathematics Standard</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 8	Term 2 Week 7	Term 3 Week 8
		Assignment Topics A1, F1.1	In Class Test Topics M1.1, M1.2, M1.3, S2	Yearly Examination Topics F1.1, F1.2, S1, S2, M1, M2, A1, A2
		Outcomes: MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	Outcomes: MS11-1, MS11-3, MS11-4, MS11-6, MS11-8, MS11- 10	Outcomes: MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8 MS11-9, MS11-10
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Understanding, fluency and communicating	50%	15%	15%	20%
Problem solving, reasoning and justification	50%	15%	15%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



<b>Modern History</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 10	Term 2 Week 9	Term 3 Week 8
		Source Analysis: Investigating Modern History	Research and Essay: Historical Investigation	Yearly Examination
		Outcomes: MH11.6, MH11.7, MH11.10	Outcomes: MH11.6, MH11.7, MH11.8, MH11.9	Outcomes: MH11.1, MH11.2, MH11.3, MH11.4, MH11.5, MH11.9
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and Understanding of course content	40%	10%	10%	20%
Historical skills in the analysis and evaluation of sources and interpretations	20%	5%	5%	10%
Historical inquiry and research	20%	10%	10%	
Communication of historical understanding in appropriate forms	20%	5%	5%	10%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

<b>Music 1</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 8	Term 2 Week 7	Term 3 Week 5
		Musicology and Aural Analysis Topic 1 Research task and Responses to Two Aural Excerpts Using a Range of Concepts	Composition and Performance  Topic 2 Composition Portfolio and Performance Based on the Topic of Study	Performance and Viva Voce and Written Aural Test Topic 3 Solo or Ensemble performances and Viva Voce with Reference to the Use of Concepts Within Each of the Two Performances
		Outcomes: P2, P4, P5, P6, P8	Outcomes: P3, P4, P6, P7, P8	Outcomes: P1, P4, P5, P6
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Performance	25%		15%	10%
Composition	25%		25%	
Musicology	25%	15%		10%
Aural	25%	10%		15%
<b>TOTAL</b>	<b>100%</b>	<b>25%</b>	<b>40%</b>	<b>35%</b>

<b>Personal Development, Health and Physical Education (PDHPE)</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 8	Term 2 Week 8	Term 3 Week 8
		Written Task Module – Core 1 – Better Health for Individuals	Presentation Module – Core 2 – The Body in Motion	Yearly Examination
		Outcomes: P1, P2, P3, P4, P6, P16	Outcomes: P7, P8, P9, P16	Outcomes: P1, P2, P3, P4, P6, P7, P8, P9, P16
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding of course content	40%	10%	10%	20%
Skills in critical thinking, research, analysis and communicating	60%	25%	25%	10%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

<b>Physics</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 2 Week 5	Term 3 Week 2	Term 3 Week 8
		Depth Study Dynamics	Practical Task Snell's Law	Yearly examination
		Outcomes: PH 11/12.2, 11/12.3, 11/12.4, 11/12.5, 11/12.6, 11/12.7, 11.9	Outcomes: PH 11/12.3, 11/12.6, 11.10	Outcomes: PH 11.8, 11.9, 11.10, 11.11, 11/12.4, 11/12.5, 11/12.6
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding	40%	7.5%	7.5%	25%
Skills in working scientifically	60%	22.5%	22.5%	15%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>

<b>Society and Culture</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 8	Term 2 Week 9	Term 3 Week 8
		Cross Cultural Study	Mini Personal Interest Project	Yearly Examination
		Outcomes: P2, P3, P7, P10	Outcomes: P1, P2, P3, P6, P10	Outcomes: P1, P2, P3, P4, P5, P6, P9, P10
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and Understanding of course content	50%	15%	10%	25%
Application and evaluation of social and cultural research methods	30%	5%	20%	5%
Communication of information, ideas and issues in appropriate forms	20%	10%	5%	5%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>35%</b>	<b>35%</b>

<b>Sport, Lifestyle and Recreation</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 10	Term 3 Week 5	Term 3 Week 8
		Fitness Task  Modules Fitness	Campsite Planning Task  Modules Outdoor Recreation	Yearly Examination
		Outcomes: 1.2, 1.3, 2.2, 3.2, 3.3, 4.1	Outcomes: 11.3, 2.3, 4.1	Outcomes: Selection of all
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and Understanding of course content	50%	15%	15%	20%
Skills	50%	20%	20%	10%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

<b>Textiles and Design</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 2 Week 1	Term 3 Week 1	Term 3 Week 8
		Preliminary Project 1 Textile Art or Furnishing	Preliminary Project 2 Apparel	Yearly Examination
		Outcomes: P1.1, P2.2, P2.3, P4.1	Outcomes: P2.1, P2.2, P2.3, P3.1, P3.2	Outcomes: P1.2, P3.1, P3.2, P5.1, P5.2, P6.1
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and Understanding of course content	50%	10%	10%	30%
Skills and knowledge in the design, manufacturing and management of textiles projects	50%	20%	30%	
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>40%</b>	<b>30%</b>

<b>Visual Arts</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 10	Term 2 Week 6	Term 3 Week 8
		a) Body of work 3-6 artworks and VAD b) Structural frame analysis	a) Research task b) In class extended response	Yearly examination (Body of Work)
		Outcomes: P1, P3, P4, P6	Outcomes: P8, P9	Outcomes: P1, P2, P4, P5, P6, P7, P8, P9, P10
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Artmaking	50%	20%	10%	20%
Art criticism and art history	50%	10%	20%	20%
<b>TOTAL</b>	<b>100%</b>	<b>30%</b>	<b>30%</b>	<b>40%</b>



<b>Work Studies</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Term 1 Week 10	Term 3 Week 5	Term 3 Week 8
		Career EPortfolio Modules My Working Life	Holiday Plan Report Modules Managing Personal Finances	Yearly Examination
		Outcomes: 1, 3, 4, 5	Outcomes: 3, 5, 7	Outcomes: 1, 2, 3, 4, 5, 6, 7 8, 9
<b>Course Component</b>	<b>Syllabus Weightings</b>			
Knowledge and understanding	30%	10%	10%	10%
Skills	70%	25%	25%	20%
<b>TOTAL</b>	<b>100%</b>	<b>35%</b>	<b>35%</b>	<b>30%</b>

## Assessment Advice for HSC 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 Board Developed 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'. You will also receive a report from the school each semester indicating competency achievement.

**The achievement of units of competency**, will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A 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.

**Recognition of Prior Learning (RPL)** is available by submitting the RTO RPL Form with the evidence relevant to each unit of competency for which RPL is being sought. The RPL Form and evidence portfolio must be submitted to your trainer who will forward it to the RTO manager for review.

**Credit Transfer** will be given for units of competency previously achieved with another RTO.

**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).**

Note:

- you will not be permitted to participate in a work placement if you are not deemed 'work ready' by your trainer.
- an '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 the units 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.

**HSC Examination is only available in some VET courses. (Refer to the specific course assessment summary for more 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.

## Construction Pathways

Assessment Summary CPC20211 Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) - 35 hours in Year 11	Term 2/3
Yearly Examination -	Term 3 Week 8

Cluster name, unit of competency code and title.	Observation of	Product assessment	Oral questioning	Written assignment	Role-play	Oral	Third party report	Self-Assessment	HSC examinable
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### Cluster 1 Working Safely in the Construction Industry

CPCCOHS2001A - Apply OHS requirements, policies and procedures in the construction industry	Y		Y	Y		Y	Y	Y
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### Cluster 2 White Card

CPCCWHS1001 – Prepare to work safely in the construction industry	Y		Y	Y	Y	Y		Y
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### Cluster 3 Carpentry Basics

CPCCCA2011A – Handle carpentry materials	Y	Y		Y			Y	Y
CPCCCA2002B – Use carpentry tools and equipment	Y	Y	Y	Y		Y		**

### Cluster 4 Reading Plans and Levelling

CPCCCM2001A – Read and interpret plans and specifications	Y		Y	Y				Y
CPCCCM2006B – Apply basic levelling procedures	Y		Y	Y				

### Cluster 5 Prepare for Concreting

CPCCCA2003A – Erect and dismantle formwork for footings and slabs on ground	Y	Y		Y			Y	
CPCCCM1015A Carry out measurements & calculations	Y	Y		Y			Y	Y

### Cluster 6 Group Project

CPCCCM1013A - Plan and organise work	Y	Y		Y		Y	Y	Y
CPCCCM2004A – Handle construction materials	Y			Y		Y		

### Cluster 7 Skills Into Action

CPCCCM1012A – Work effectively and sustainably in the construction industry				Y		Y	Y	Y
CPCCCM1014A - Conduct workplace communication				Y	Y	Y		Y

### Cluster 8 Option 1 – Joinery

CPCCJN2001A - Assemble components	Y	Y		Y			Y	
CPCCJN2002B - Prepare for off-site manufacturing process	Y	Y		Y			Y	

\*\* [CPCCCM2005B](#) Use construction tools and equipment – syllabus content to be delivered

Depending on the achievement of units of competency; the possible AQF qualification outcome is CPC20211 Certificate II in Construction Pathways or a Statement of Attainment towards CPC20211 Certificate II in Construction Pathways.

Qualification: CPC20211 **Certificate II in Construction Pathways**, Scope and Sequence  
Preliminary Course: 2020 2 unit x 2 year

Unit Code	Unit Title	NESA Hrs	Term 1		Term 2		Term 3	
			1-5	6-10	1-5	6-10	1-5	6-10
CPCCOHS2001A	Apply OHS requirements, policies and procedures in the construction industry	15	C1					
CPCCCA2011A CPCCCA2002B	Handle carpentry materials Use carpentry tools and equipment	20 10		C2				
CPCCWHS1001	Prepare to work safely in the construction industry	10			C3			
CPCCCM2006B	Apply basic levelling procedures	15				C4		
CPCCCM2001A	Read and interpret plans and specifications	20					C5	
No Clusters to be assessed during this time due to yearly exams								

# Hospitality

## Assessment Summary SIT20316 Certificate II

Assessment Plan		Evidence gathering techniques
Requirements for HSC purposes		Dates
Work placement (compulsory for the HSC) 35 hours Year 11		Term 2/3
Yearly Examination		Term 3 Week 8

Assessment Plan			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 – Working Together	BSBWOR203 BSBCMM201	Work effectively with others Communicate in the Workplace		X X		X X
Cluster 2 – Safe and hygienic food preparation	SITXFSA001	Part A Use hygienic practices for food safety	X			X
	SITHCCC001	Part B Use food preparation equipment	X	X		X
	SITXFSA002	Participate in safe food handling practices	X	X		X
Cluster 3 – Café Skills	SITHFAB005	Part A Prepare and serve espresso coffee	X	X	X	X
	SITHFAB004	Part B Prepare and serve non-alcoholic beverages	X	X	X	X
Cluster 4 – Safe and Sustainable work practices	SITXWHS001 BSBSUS201	Participate in safe work practices Participate in environmentally sustainable work practices	X	X		X X

Qualification: SIT20316 **Certificate II in Hospitality** 2 unit x 2 year Scope and Sequence

Preliminary Commencement: Term1, 2020

Unit Code	Unit Title	NESA Hrs	Term 1	Term 2	Term 3
BSBWOR203 BSBCMM201	Cluster 1 Work effectively with others Communicate in the Workplace	15 15	Delivery and assessment		
SITXFSA001	Cluster 2 Part A Use hygienic practices for food safety	10	Delivery and assessment		
SITHCCC001 SITXFSA002	Cluster 2 Part B Use food preparation equipment Participate in safe food handling practices	20 15	Delivery and assessment		

Unit Code	Unit Title	NESA Hrs	Term 1	Term 2	Term 3
SITHFAB005	Cluster 3 Part A Portfolio Prepare and serve espresso coffee	15		Delivery and collection of evidence	
SITHFAB004	Cluster 3 Part B Portfolio Prepare and serve non-alcoholic beverages	15		Delivery and collection of evidence	
SITHFAB007	Cluster 6 Portfolio Serve food and beverages	40			Delivery and collection of evidence
SITXWHS001 BSBSUS201	Cluster 4 Participate in safe work practices Participate in environmentally sustainable practices	15 15			Delivery
SITHIND003	Cluster 8 Portfolio Use hospitality skills effectively	20		Delivery and collection of evidence	

# Information, Digital Technology and Media

Assessment Summary for ICT30115 – Certificate III

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) – 35 hours Year 11	Term 2/3
Yearly examination	Term 3 Week 8

Assessment Plan		Evidence Gathering Techniques						
Competency codes	Units of competency	Observation of practical work	Product assessment	Oral questioning	Written assignment, Test	Third party report	Self-assessment	HSC examinable
<b>Cluster 1- Alive and Talking</b>								
ICTICT202	Work and Communicate effectively in an ICT environment	✓		✓	✓	✓	✓	YES
BSBWHS304	Participate effectively in WHS communication and consultation processes	✓	✓		✓	✓		YES
<b>Cluster 2-Better, Faster, Stronger</b>								
ICTSAS301	Run standard diagnostic tests	✓	✓		✓	✓		YES
ICTICT302	Install and optimise operation system software	✓	✓		✓	✓		YES
ICTICT301	Create user documentation	✓	✓		✓			NO
<b>Cluster 3-Modelled Software Use</b>								
ICTICT203	Operate application software packages	✓	✓	✓	✓	✓	✓	YES
ICTICT308	Use advanced features of computer applications	✓	✓	✓	✓	✓	✓	YES
<b>Cluster 4- Web Development</b>								
ICTWEB302	Build simple websites using commercial programs	✓	✓		✓		✓	YES
ICTWEB303	Produce digital images for the web	✓	✓		✓	✓		NO
<b>Cluster 5-The Social Environment</b>								
ICTWEB201	Use Social media tools for collaboration and engagement	✓	✓	✓	✓	✓		NO
BSBSUS401	Implement and monitor environmentally sustainable work practices	✓	✓	✓	✓	✓		NO

Depending on the achievement of units of competency; the possible AQF qualification outcome is ICT30115 Certificate III Information Digital Media and Technology or statement towards ICT30115 Certificate III Information Digital Media and Technology.



Qualification: Statement of Attainment towards ICT30118 **Certificate III in Information, Digital Media and Technology**

Preliminary Commencement: 2020 Scope and Sequence 2 unit x 2 year (NESA course number 27301)

Unit Code	Unit Title	NESA Hrs	Term 1	Term 2	Term 3
			Cluster 1 – WHS and Communication	Cluster 2: Operating systems and Diagnostics	Cluster 3 – Workplace Sustainability
BSBWHS304 ICTICT202	Participate effectively in WHS communication and consultation processes Work and communicate effectively in an ICT environment	20 25			
ICTICT301 ICTICT302 ICTSAS308	Create user documentation Install and optimise operating system software Run standard diagnostic tests	20 20 10			
BSBSUS401	Implement and monitor environmentally sustainable work practice				

# Manufacturing and Engineering

Assessment Summary for cohort 2020-2021

MEM10119 Certificate I Engineering

Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.

Requirements for HSC purposes	Dates
Work Placement (compulsory for the HSC) 35 hours in total	Term 2/3
NO HSC examination available in this course	NA

Cluster name, unit of competency code and title.	Observation of practical work	Product assessment	Written assignment, project or task	Portfolio	HSC examinable
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## Cluster 1 – Welcome to the industry

MEM13015 Work safely and effectively in manufacturing and engineering		Y	Y		
MEM16006 Organise and communicate information		Y	Y		
MEM11011 Undertake manual handling	Y	Y	Y		

## Cluster 2 – Right tool, right job

MEM18001 Use hand tools	Y	Y	Y		
MEM18002 Use power tools/hand held operations	Y	Y	Y		

## Cluster 3 – Engineering in practice

MEM12024 Perform computations	Y	Y	Y		
MEM16008 Interact with Computer technology	Y	Y			
MEM7032 Use workshop machines for basic operations	Y				

## Cluster 4 – Can we build it

MEMPE006A Undertake a basic engineering project	Y	Y	Y	Y	
MEMPE001A Use engineering workshop machines	Y			Y	
MEMPE005A Develop a career plan for the engineering and manufacturing industry			Y		

## Cluster 5 – Sparks and noise

MEMPE002A Use electric welding machines	Y		Y		
MEMPE004A Use fabrication equipment	Y	Y	Y		

Depending on the achievement of units of competency; the possible AQF qualification outcomes are:  
Statement of Attainment towards MEM10119 Certificate I in Engineering or MEM10119 Certificate I in Engineering and /or Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.

Scope and Sequence – <b>Manufacturing and Engineering</b> , 2 unit x 2 year																						
Qualification: MEM10119 Certificate I in Engineering & Statement of Attainment toward MEM20413 Certificate II in Engineering Pathways																						
Preliminary Commencement: 2020																						
Unit Code	Unit Title	NESA Hrs	Term 1					Term 2					Term 3									
			1-5			6-10		1-5			6-10		1-5			6-10						
MEM13015	Work safely and effectively in manufacturing and engineering	40																				
MEM16006	Organise and communicate information	15																				
MEM11011	Undertake manual handling	5																				
MEM18001	Use hand tools	20																				
MEM18002	Use power tools/hand held operations	20																				
MEM12024	Perform computations	20																				
MEM16008	Interact with computer technology	10																				
MEM07032	Use workshop machines for basic operations	20																				

**End of booklet**