



Deniliquin High School

Year 11
Assessment Program
2024

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Assessment Calendar Year 11 2024

Week	2023 – Term 1 11 Weeks	2023 – Term 2 10 Weeks	2023 – Term 3 10 Weeks
1	<i>Heat Week</i>	Mathematics Extension 1	Mathematics Extension 1
2		Visual Arts	Music
3		Agriculture CAFS Investigating Science	Geography Chemistry Exploring Early Childhood Work Studies
4		Business Studies	VET Work Placement
5		Food Technology PD/H/PE	Agriculture Investigating Science
6		Biology	Food Technology PD/H/PE
7	Biology Business Studies	Chemistry	CAFS
8	Exploring Early Childhood Geography Music Work Studies	Ancient History SLR	Visual Arts Numeracy
9	Ancient History SLR	English Advanced English Standard English Studies	
10	English Advanced English Standard English Studies	Mathematics Advanced Mathematics Standard Numeracy	Year 11 Examinations
11	Mathematics Advanced Mathematics Standard Numeracy		

The main purpose of the school's internal assessment program is to allow a wide range of subject skills and knowledge to be assessed. It also allows assessment to take place at stages throughout the course, rather than just by a single examination at its end, and so students get credit for their achievements throughout each course.

In summary the key points are –

- *All students need to read this booklet very, very carefully and be familiar with all assessment requirements.*
- *All students need to strive to achieve the best possible assessment results.*
- *In this regard students must recognise that all work – including all class work, all homework, as well as assessment work is important – the better this is done, the better students are likely to achieve under exam conditions.*

Should students have any concerns about any aspect of the assessment or exam process, please speak to your Teacher, Year Adviser, the Senior School Co-ordinator or Principal.

Glen Warren, Principal

NESA INFORMATION

Leaving school without your HSC

If you decide to leave school before completing your HSC, you have three other options to show your achievements and credentials:

- **eRecord:** You can retrieve a record of your results from Students Online at any time until 30 June the year after you complete your HSC.
- **Record of School Achievement (RoSA):** You may be eligible for a RoSA if you meet certain criteria. The RoSA shows your results for Year 9 electives, Years 10 and 11 courses, and any HSC courses you have taken.
- **HSC Minimum standards tests:** You are required to sit compulsory tests in Reading, Writing and Numeracy. The reports are available through Students Online that you may want to show to potential employers.

RoSA

The RoSA is a cumulative credential and contains a student's record of academic achievement up until the date they leave school. The RoSA records completed 100-hour Year 9 electives, all completed Year 10 and Year 11 courses, and Year 12 HSC results for students not eligible for the HSC. It also records participation in any unfinished Year 11 or Year 12 courses and the date of leaving school.

Eligibility for the HSC

The rules and requirements for HSC eligibility are governed by NESA and are published in the *Assessment, Certification and Examination (ACE) Manual*. To be eligible for the HSC, students must:

- Meet the [HSC minimum standard](#) in Literacy and Numeracy
- Satisfactorily complete Years 9 and 10 or gain other qualifications that satisfy NESA
- Attend a government school, an accredited non-government school, a NESA-recognised school outside NSW, or a TAFE college
- Complete [HSC: All My Own Work](#) (or its equivalent) before submitting any work for Preliminary or HSC courses, unless a student is only entered for Year 11 and Year 12 Life Skills courses
- Satisfactorily complete courses in the patterns of study that are detailed in the following section
- Sit for and make a serious attempt at the required HSC exams.

Do you meet the following PATTERN OF STUDY REQUIREMENTS?

At least 12 units of Year 11 Course subjects
At least 6 units of Board Developed Courses
At least 2 units of a Board Developed Course in English
At least 3 courses of 2 units value (or greater)
At least 4 subjects
No more than 7 units of courses in Science can count towards Year 12 eligibility

If you wish to receive an Australian Tertiary Admission Rank (ATAR)

The ATAR is based on the scaled aggregate of **10 units** of Board Developed Year 12 courses comprising:

- a) The best 2 units of English;
- b) The best 8 units from the remaining units;

If you wish to count Category B Courses in your ATAR, you must undertake the optional HSC exam in that course.

1	Your best 2 units of English are included in the ATAR calculation. How many units of Board Developed English do you study?
2	You need at least 8 units of other Board Developed courses. How many of these courses do you study?
3	You must complete at least 3 courses of 2 units or greater. How many of these courses do you study?
4	You must study at least 4 subjects. (Extension courses do not count as extra subjects. How many subjects do you study?
5	Board Endorsed Courses do not count towards your ATAR. How many units of Board Endorsed subjects do you study?

DISABILITY PROVISIONS

[Disability provisions](#) are approved by NESA to provide students who have a permanent or temporary disability with practical support in examinations. Regardless of the nature of the disability, the provisions granted will be solely determined by the implications for the student's functioning in an examination situation.

Schools are responsible for any decisions made at school level to offer provisions to students with a disability in course work, assessment tasks and in-school tests. NESA can offer no guarantee that school-determined provisions will apply in the Higher School Certificate examinations, as each application is individually assessed to ensure consistency and equity.

To apply for provisions, schools must submit an online application to NESA through *Schools Online*. This application tells us which provision/s a student is requesting and includes recent evidence. Evidence may include medical reports, reading results, spelling results, writing samples and teacher comments. Decisions on applications will be communicated to the school through *Schools Online* and the school will communicate this decision to the student.

Students and parents/caregivers are strongly advised to consult the [NESA website](#) for more information about Disability Provisions and/or see the Senior School Coordinator.

LIFE SKILLS

[Stage 6 Life Skills courses](#) provide options for students with special education needs who are unable to access regular course outcomes, particularly students with an intellectual disability. The Stage 6 Life Skills courses can be undertaken in combination with other Board Developed and/or Board Endorsed Courses to meet the requirements for the award of the Higher School Certificate. Stage 6 Life Skills courses have Board Developed status. Each Stage 6 Life Skills course comprises a 2-unit 120-hour Preliminary course and a 2-unit 120-hour HSC course.

Each student accessing a Life Skills course in Years 11-12 will be assessed on their achievement of the outcomes selected through the collaborative curriculum planning process. The syllabus outcomes and content form the basis of learning opportunities for students. Assessment should provide opportunities for students to demonstrate achievement in relation to the selected outcomes. Assessment can occur in a range of situations or environments such as the school and wider community. **There is no requirement for formal assessment of Life Skills outcomes.**

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. An outcome should be considered as 'achieved independently' if there is evidence that a student can demonstrate the achievement of an outcome either: without adjustments, or with adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments should have been determined through the collaborative curriculum planning process. Schools are not required to use the Common Grade Scale (A-E) for Preliminary courses or performance bands or equivalent to report achievement for students undertaking Life Skills courses.

Students who complete Life Skills courses in Maths and/or English are not required to sit the HSC Minimum Standards in those subjects.

MAINTAINING HONESTY AND INTEGRITY

The honesty of students in completing assessment tasks and examinations, 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.

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 NESAs subject-specific documentation. Use or inclusion of material from other sources such as books, journals and electronic sources, including the internet, must be acknowledged.

Dishonest behaviour carried out for the purpose of gaining unfair advantage in the assessment process constitutes malpractice, or cheating. Some examples of behaviour considered to be cheating:

- Copying, buying, stealing or borrowing part or all of someone else's work, and presenting it as your own
- Using material directly from books, journals, CDs or the internet without acknowledging the source
- Submitting work that contains a large and unacknowledged contribution from another person, such as a parent, coach, tutor or author
- Paying someone to write or prepare material that is associated with a task, such as drafts, process diaries, logs and journals

Please be aware that if a student submits work generated by artificial intelligence (Chat GPT and similar) as their own work, this is considered malpractice and may result in a mark of zero being awarded for the task in question. To appeal this decision, the onus is on the student to prove that they have composed/created the assessment task. The student will be required to present this evidence to a panel of staff consisting of the Classroom Teacher and the faculty Head Teacher.

What is plagiarism? Plagiarism is when you pretend that you have written, created or developed a piece of work that someone else originated.

Q. Is it plagiarism if I copy someone else's work exactly and claim it is my own work?

A. Yes

Q. Is it plagiarism if I change some of the words or the order of sentences in the passage I am copying?

A. Yes. You are using someone else's thoughts and words without acknowledgement.

Q. Is it plagiarism if I memorise a story or essay written by someone else, and then reproduce all or parts of it in my English exam?

A. Yes.

Q. Is it plagiarism if someone else proofreads my written work and changes my final draft?

A. It is not plagiarism to have someone correct your spelling and grammar. However, if a parent or tutor or anyone else makes major changes to the wording of your draft, the final version is no longer your own work.

Q. Is it plagiarism if I get ideas from my reading and research and use them to support and develop my own ideas, but acknowledge the original source in the work I hand in?

A. No, this is not plagiarism. You have acknowledged where your ideas came from.

Q. Is it plagiarism if I quote from a source and indicate this using quotation marks, footnotes or in other ways, and then acknowledge the source in my text and/or in my bibliography?

A. This is not plagiarism. You have taken steps to show you are presenting someone else's words or ideas.

Detected malpractice will limit a student's marks and jeopardise your HSC. One or more of the following will apply if you attempt to cheat in an external examination:

- Reduced marks for part or all of the examination
- ZERO marks for part or all of the examination
- An interview with a NESA malpractice panel
- Loss of one or more courses towards the HSC award
- Damage to your ability to apply for entry to TAFE or university courses or scholarships.

Cheating in school assessment tasks is dealt with at school level. Your teachers must be satisfied that the work you are presenting is your own, particularly in tasks that require work to be done at home, and that any help that you have received has been acknowledged. One or more of the following will apply if you are suspected at attempting to cheat in an assessment :

- Reduced marks for part or all of the assessment
- ZERO marks for part or all of the assessment
- The Head Teacher will review any cases of suspected malpractice and determine the appropriate action should malpractice be proven. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher **within two school days** of the decision being taken (see Assessment Task Appeal form).
- Malpractice in school-based assessment is a serious offence. If malpractice is proven, a **zero mark** may be awarded.

It is important to have support from teachers, parents and friends when you are working on your assessments, but you must not let them do the work for you. Remember that doing your own work is not only about learning, it adds to your overall sense of achievement in completing school.

HSC: ALL MY OWN WORK

[HSC: All My Own Work](#) is a program designed to help HSC students follow the principles and practices of good scholarship. This includes understanding, valuing and using ethical practices when locating and using information as part of their HSC studies. To be eligible for the HSC, students must complete HSC: All My Own Work (or its equivalent) before they submit any work for Year 11 or Year 12 courses, unless they are only entered for *Year 11 and Year 12 Life Skills courses*.

Further help

If you are unsure about anything you have read in this guide ask a teacher or your Year Adviser for help.

All NESA rules and resources mentioned here are available on NESA's website at

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes>

All HSC candidates, their teachers and others who guide them must comply with *NESA's Honesty in Assessment Standards* to maintain the integrity of the HSC. Students should also read their course syllabuses and related NESA policies, such as those on malpractice and completion of a course, on [NESA's website](#). Students must be entirely honest when completing all assessment tasks, examinations and submitted works. Students will be marked only on the quality and originality of the work they have produced.

SCHOOL ASSESSMENT PROCESSES

FORMAL ASSESSMENT

Formal assessment tasks are those that students undertake as part of the school-based assessment program. Some examples of task types considered appropriate for formal assessment in Stage 6 include, but are not limited to presentations, reports, practical work, portfolios, journals, logbooks, process diaries, tests, compositions and formal written examinations. Your formal assessments are outlined in this booklet.

RESPONSIBILITIES OF THE SCHOOL

The school is responsible for providing:

- Students with the *Senior Commitment letter* which details the procedures and expectations of the school, its staff and students with regard to assessment in Stage 6.
- Students with Year 11 HSC Assessment Schedules for all courses that outline which components are to be assessed, when the assessment tasks are scheduled and the weighting that applies to each assessment task.
- NESAs with an assessment of students' achievement in each course they have studied in Year 11 and Year 12.
- Appropriate reporting procedures.
- A review/appeals procedure for candidates dissatisfied with their final ranking, or for disputes arising during the assessment program.
- Special consideration to students with a disability and others with special needs following endorsement by the Principal.

Your Teacher and Head Teacher are responsible for:

- Setting assessment tasks that:
 - Will be used to measure student performance in each component of a course.
 - Are effective at discriminating between students' achievement of outcomes in order to determine assessment rank.
 - Specify a mark/weighting for each assessment task.
 - Are of the same type and have the same weighting for all classes studying that course.
- Providing students with a written assessment notification for each assessment task that contains a more detailed explanation of the specific nature of the task. This notification will be issued at least two weeks in advance. In exceptional circumstances, the school may reschedule or substitute an assessment task with the written approval of the Principal. In such cases, teachers will inform students of the new arrangements, in writing, at least two weeks in advance.
- Maintaining a register for all assessment tasks that acknowledges the receipt of the assessment notification (by the student), submission of the assessment task (by the teacher), and the return of the assessment task (by the student).
- Providing students with assessment task feedback at the completion of each task, which includes a mark or grade, rank (if applicable), detailed marking criteria and written feedback, and return feedback within 2 weeks of the task due date.
- Have procedures for recording and reporting student performance on all assessment tasks.
- To keep a record of all marks that form part of the assessment program. Issuing official *NESA Non-Completion of a Course Warning Letters* to your parents/caregivers outlining the areas of unsatisfactory completion of the Year 11 and/or Year 12 course requirements.
- Ensuring that final cumulative school-based assessment marks are not provided to students and that students are aware that they can access their *Assessment Rank Order Notice* after the last HSC examination has occurred.

YOUR RESPONSIBILITIES

You are responsible for:

- Being familiar with the procedures and course information contained in this booklet.
- Attending classes regularly and ensuring your attendance enables you to achieve course outcomes.
- Demonstrating sustained diligence and effort in each subject and participating in all lessons constructively.
- Making a serious attempt at all assessment tasks and completing all other set tasks in order to achieve course outcomes.
- Ensuring, when you are absent from school, that you know what work has been missed and how to complete that work.
- Ensuring when absent from school on the day an assessment task notification is issued, contact your teacher and/or access the subject's online platform to access the notification. No extension or leave will be granted if you fail to carry out this action.
- Speaking with your teacher for clarification about the requirements of the subject/course assessment program.
- Being present for, or to hand in, all assessment tasks at the required time as specified in the assessment notification, assessment booklet and the assessment calendar.
- Submitting work that is your own. Any material copied without acknowledgment of the original source will be regarded as plagiarism and penalties will be imposed.
- Ensuring you sign the assessment task register for any hand-in assessment task, i.e. one that was not completed during class time or in an examination. Disputes about lost assessment tasks will **NOT** be considered if the student has not signed the sheet.
- Lodging appeals against marks awarded for an assessment task within two school days of receiving the marked assessment task. Note: two school days does **NOT** include weekends, public holidays or school holidays.

SPECIFIC SCHOOL ASSESSMENT PROCESSES

- Assessment Notifications

All assessments will use the Deniliquin High School assessment notification sheet that will be given to you at least two weeks before the task is due. See an example of the notification - Appendix A. You will also be asked to sign an assessment register to record (Appendix B) when you receive a task and when you submit the task.

- Assessment Submissions

This handbook shows the school term and week assessment tasks are due. Precise submission dates and times for a hand-in task will be clearly specified on the assessment notification for that particular task. Teachers will provide students with an acknowledgement of the task being received. Dates and times for examinations will be provided on the examination timetable.

Failure to submit a task on time will result in a **zero mark** being awarded. If a student is absent on the day an assessment task is due, they may apply for illness/misadventure by completing the form in the appendix.

It is the responsibility of students to check the submission method detailed on the assessment notification, as this may vary due to the nature of the assessment task, such as fieldwork, excursions, pieces of major work and in-school tasks, as well as whether or not electronic submissions will be accepted, preferred or stated.

Students are advised of the following *NESA Assessment Certification Examination (ACE)* policies:

ACE 8073: Completion of HSC internal assessment tasks

NESA expects students to attempt all assessment tasks set. For all *Board Developed Courses* (except VET and Life Skills courses) NESA requires all students to follow an assessment program and have an assessment mark submitted. A student who does not comply with the assessment requirements and receives a **non-completion determination** in a course will have neither an assessment mark nor an examination mark awarded for that course. In the case of extension courses, students who do not comply with the minimum assessment requirements for a co-requisite course will not receive a result in either course.

ACE 8078: Non-completion of HSC internal assessment: failure to submit task

If a student fails to complete a task specified in the assessment program and the teacher considers the student has a valid reason (e.g. illness or endorsed leave), the Principal may decide that, in accordance with the school's assessment policy, an extension of time may be granted or a mark may be awarded based on a substitute task. In exceptional circumstances (e.g. where undertaking a substitute task is not feasible or reasonable, or where the missed task is difficult to duplicate), the Principal may authorise the use of an estimate based on other appropriate evidence. If there is no valid reason for failing to complete an assessment task, a **zero mark** must be recorded for that task. If a student's attempt at a particular task scores zero, the question of whether the attempt was a genuine one is a matter for the teacher's professional judgement.

ACE 8079: Non-completion of HSC internal assessment: principals must warn students

If it appears that a student is at risk of not meeting the internal assessment requirements in a course, a warning must be given. The Principal must:

- a. Advise the student in writing, in time for the problem to be corrected, specifying details of action required by the student and alerting the student to the possible consequences of a non-completion ('N') determination.
- b. Advise the parent or guardian in writing if the student is under 18.
- c. Request from the student and/or parent/guardian a written acknowledgement of the warning.
- d. Issue at least one follow-up warning letter (if the student is still at risk of not meeting requirements).
- e. Retain a copy of the warning notice and other relevant documentation.

- Non-Serious Attempts

A teacher or Head Teacher can issue an N warning letter for Non-Serious Attempts. Non serious attempts are where less than 50% of the course outcomes are not met for the task. An example of a non-serious attempt in an examination is when only multiple-choice questions are attempted'. (NESA 1 April 2019)

- Extensions

You can request an extension of due date of an assessment task but only if it is at least 3 days prior to the due date. You must complete an extension form (Appendix C). Note, it should **NOT** be assumed that such an application would automatically gain an extension of time. ***Extensions will only be granted for extenuating circumstances.***

If an extension is granted, the Head Teacher will make a copy of the form, and hand the original back to the you. The Head Teacher will pass the form onto your classroom teacher, informing them of the extension.

- Absence on the day an assessment task is due

If an at home assessment task is due, you should still try to submit it using the online platform. If you are absent, sick or a misadventure occurs on the day of an assessment task, you will need to ensure contact is made with the school and you will need to supply a doctor's certificate as further evidence, on the ***first day of return***. A computer, printing or other technological malfunction is not a valid reason for a late submission of an assessment task, nor are family holidays or reasons considered not an emergency.

i) Absence due to school business

Where a student has a clash between an **in class** assessment task and another official school activity such as an SBAT or VET Work Placement outside the designated weeks, it is your responsibility to complete and submit an Application for an Extension to the **Head Teacher**. The student will be required to submit the work at a time specified by the relevant Faculty Head Teacher. Students who fail to follow this procedure must submit the task before the due date or arrange for its submission on the due date; otherwise, a **zero mark** will be awarded. Should the student wish to appeal this decision, they must submit this in writing to the Head Teacher (see Appeal form). The school will always endeavour to minimise clashes with assessment tasks and school organised activities. Students must also make every effort to avoid clashes with assessment tasks.

ii) Absence due to suspension

All assessments must be completed at the scheduled time unless students are affected by illness or misadventure. Students absent from school due to suspension will **NOT** be entitled to apply for an extension or assessment reschedule. At the time of suspension, the Deputy Principal will notify the Head Teacher of the student's suspension. The following procedures will then apply:

- **Hand-in assessment tasks** – the student is responsible for ensuring that all hand-in tasks received prior to the suspension being imposed which are due during the period of suspension are submitted on time, either by delivery to the school by a third party, or online, whichever is applicable.
- **In-class assessment tasks** – the relevant Faculty Head Teacher will reschedule an alternative date for the task, which will be communicated to the student and parent/carer via the Head Teacher.
- **Examinations** – the Head Teacher Stage 6 will arrange for the student to sit the examination at the schedule time in an alternative school-based location, which will be communicated to the student, parent/caregiver by the Faculty Head Teacher.

The consequences of not following these procedures may result in a **zero mark** being awarded.

- Non-submission of an assessment task

If a task has not been submitted and there is no valid reason, your teacher will award a zero mark and:

- contact your parent/caregiver
- Send RoSA N-warning data letter home with a revised due date

You will be required to meet the revised due date and submit the whole task, making a serious attempt. Although your 0 mark will still stand, it is important your teacher has evidence of how you can meet the outcomes of that task for your semester report and you also need to still demonstrate you have applied yourself with diligence and sustained effort to meet course outcomes.

If you receive two or more N warning letters for any subject the Principal will arrange a meeting to discuss ramifications to your HSC.

- Right to appeal

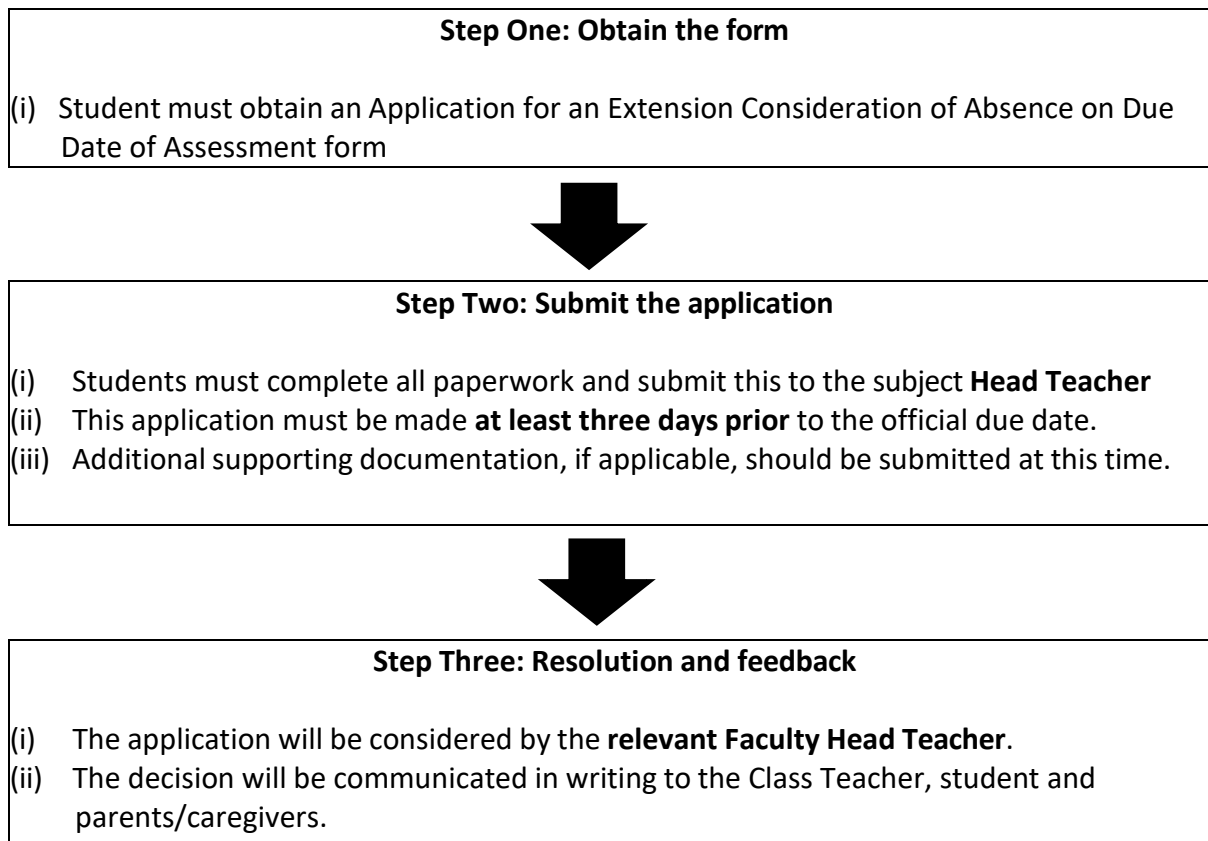
You can appeal an assessment task mark. A form must be completed (see Appendix D) as soon as possible after the return of the mark and given to the Head Teacher of the course.

- Return of tasks

Your teacher must return your assessment task to you within two weeks after you have submitted it. They will provide you with a mark and meaningful feedback which will include how they have marked you (a marking rubric) and written comments.

All students may request an extension if they feel they have a genuine reason for being unable to meet a scheduled due date. Extensions will only be granted in cases of severe illness or other exceptional circumstances. A *Medical Certificate* will be required in all cases of illness.

Students wishing to request an extension must follow the procedure outlined below:



If an extension is not approved, the student must submit the task on the due date. If there is a late submission of the task will result in a **zero mark** being awarded.

Consideration is given to students who suffer illness or misadventure at the time of a task. It is important to note that set procedures must be followed for this consideration to be applied in order to ensure fairness for all students.

Students need to be aware that if they commence or attempt an assessment task the result they achieve will be recorded. In this case, Illness/Misadventure therefore does not apply retrospectively.

Students wishing to apply for illness/misadventure should follow the relevant procedure specific to the situation as outlined below.

Procedures to follow in the event of:

1. Absence due to illness/misadventure on the day of an in-school assessment task

- The student or parent/caregiver **MUST** contact the school on 03 5881 1211 **by 8:50 am** on the day the task is scheduled
- Students must complete the illness/misadventure form and obtain a medical certificate and any other relevant documentation
- Students must report to the **relevant Faculty Head Teacher** on the **first day of their return to school** and be prepared to complete the task on that day.

2. Absence due to illness/misadventure on the day a hand-in assessment task is due to be submitted

- The student or parent/caregiver **MUST** contact the school on 03 5881 1211 **by 8:50 am** on the day the task is scheduled
- Students should make every attempt to have the task delivered in-person (e.g. by a third party) or submitted via the subject's online platform
- Students must complete the illness/misadventure form and obtain a medical certificate and any other relevant documentation
- Students must report to the **relevant Faculty Head Teacher** on the **first day of their return to school** and be prepared to complete the task on that day.

3. Illness/misadventure during an in-school assessment

- The student **MUST** notify the supervisor of the task of any circumstance related to illness or misadventure that would prohibit them from performing in the assessment **BEFORE** they view the task. At this stage, the student will need to decide to either:
 - a) Sit the task, in which case the mark earned will be awarded and the student **cannot apply retrospectively** for any special consideration due to illness or misadventure; or,
 - b) Leave the task and apply for illness or misadventure procedure outlined above.
- If the task has already commenced, the student must notify the supervisor of the task of the circumstance related to illness or misadventure and the mark earned to that point shall be awarded. Students may then submit an appeal should they feel their mark was negatively affected.

- **Assessment Appeals**

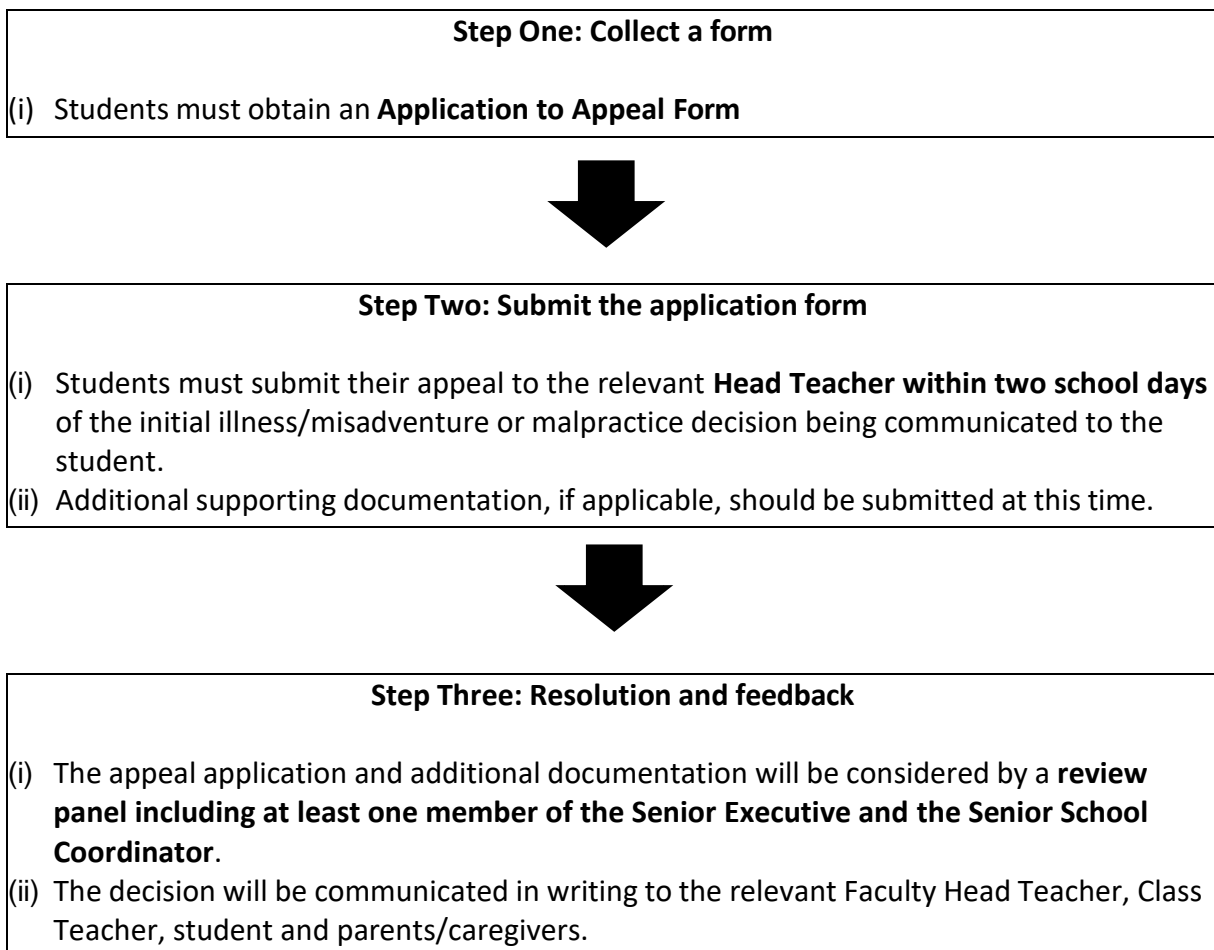
All students have the right to appeal a decision made regarding an: application for illness/ misadventure; malpractice, or an assessment task result. A student must submit an 'Application to Appeal' form (Appendix E) to the relevant Head Teacher.

In reviewing the determination of a student's appeal, the relevant Head Teacher will consider the following as applicable:

- The student's original Illness/Misadventure application.
- Documentation submitted with the original application.
- Any additional statement and/or documentation submitted with the student's appeal form.
- All evidence presented which relates to the malpractice.

Students wishing to appeal a decision must follow the relevant procedure outlined below:

To appeal an illness/misadventure or malpractice decision:



To appeal an assessment task result:

Step One: Collect a form

- (i) Students must obtain an **Application to Appeal Form**



Step Two: Submit the application

- (i) Students must submit their appeal to the relevant **Faculty Head Teacher within two school days** of the receipt of the assessment task result.
- (ii) Additional supporting documentation, if applicable, should be submitted at this time.



Step Three: Resolution and feedback

- (i) The appeal application and additional documentation will be considered by the relevant **Faculty Head Teacher**.
- (ii) The decision will be communicated in writing to the Class Teacher, student and parents/caregivers.

EXAMINATION PROCEDURES AND RULES

Exams play an important role in assessment. They aim to assess what you have learned with regards to the content in particular subjects. They also allow for strengths and weaknesses to be determined.

The school employs external staff to undertake this task in order to prepare and familiarize both yourself and supervisors with the processes involved. The final HSC exams are supervised externally by employees of NESAs under the guidance of a Presiding Officer.

Responsibilities of Students

- To follow the examination timetable, which clearly specifies the date and time of all examinations. During the examination period, there will be no normal lessons. Students are **not** required to be at school when they do not have an examination scheduled.
- To respect and support the examination rules (see below).
- To wear the correct uniform to exams.
- To notify the school by phone on 03 5881 1211 by 8:50 am on the day of the exam should they be unable to attend an exam due to misadventure.
- To remain silent and respect the working conditions of others once they enter the examination room.
- To bring your own equipment eg. calculators, pens, 2B pencils, rulers etc. into the examination room in a clear plastic sleeve. Borrowing of equipment from other candidates during the examination is **NOT** permitted.
- To follow all instructions given by the supervisors.
- To behave politely and courteously towards the supervisors and other students.
- To ensure your student number is written clearly on all pages of the exam booklet, including multiple choice answer sheets, writing booklets and extra lined paper.

Permitted Items	Prohibited Items
<ul style="list-style-type: none"> ✓ Black pens ✓ Pencils, erasers and a sharpener ✓ A ruler ✓ Highlighter pens ✓ A clear bottle of water ✓ A non-programmable watch, which must be taken off, placed on your desk in clear view and not touched during the exam ✓ Other equipment as specified in the exam notification, like a calculator ✓ Stationery to be placed in either a clear (transparent) pencil case or a clear plastic sleeve (including the geometry set) 	<ul style="list-style-type: none"> ☐ Mobile phones ☐ Programmable watches, like smart watches ☐ Any electronic devices (except a calculator, if allowed), including communication devices, organisers, tablets, music players, earphones or electronic dictionaries ☐ Paper or any printed or written material ☐ Dictionaries (except in language exams, if allowed) ☐ Correction fluid or correction tape.

Examination Conditions

Exam conditions shall apply from when the first student enters the examination room until the last student leaves the examination room.

ON ENTERING THE EXAMINATION ROOM AND DURING THE EXAMINATION

1. Candidates **MUST** wear school uniform to all examinations.
2. Candidates must enter the examination room silently ten (10) minutes prior to the scheduled start of the examination to receive final instructions.
3. Complete silence **MUST** be adhered to whilst candidates are in the examination room.
4. Bags, containing notes, are to be left in an orderly fashion outside of the examination room.
5. You must sit at the desk that shows your student number. You will be issued with your NESA number for use during formal examinations in the senior school. You must write your "Student Number" on all examination paper pages, **NOT** your name.
6. Candidates **MUST** sit facing the front and are **NOT** to turn around or look at any other candidate's paper.
7. Candidates are **NOT** to communicate with any other candidates in any way.
8. Any student who disrupts the examination may be at risk of receiving a '0' (zero) mark for their work.
9. Year 11 candidates are **NOT** permitted to leave the examination until the stated completion time of the examination they are sitting.
10. Food and drink are **NOT** permitted in the exam hall.
11. Candidates **MUST** obey all reasonable instructions given by supervisors.
12. Candidates must **NOT** pick up their writing implements until reading time has ceased and writing time has started.
13. All enquiries are to be addressed to supervising staff by candidates raising their hand and waiting patiently.
14. School Rules apply during **ALL** exams.
15. Read the instructions and all questions carefully. Exam supervisors cannot interpret or give instructions about exam questions.
16. Write clearly with black pen (only use pencil if instructed to)
17. Write answers in the correct answer booklets. Tell the supervisor if you use the wrong booklet and write a note on the front of both booklets stating that you wrote an answer in the wrong place. Make sure you label and hand in all parts of your answers.
18. Make a serious attempt at the exam by answering a range of question types. **Answering only multiple-choice questions is not considered a serious attempt.**
19. Stop writing immediately when the supervisor tells you to.
20. Follow the supervisor's instructions for arranging completed answers and wait for the supervisor to collect them.

ON LEAVING THE EXAMINATION ROOM AND AFTER THE EXAMINATION

1. **NO** exam papers or the writing paper provided are to be removed from the examination room.
2. If your exam finishes while another exam is still in progress, classes will quietly depart the room when dismissed by the supervising teachers.

Illness/misadventure on a day during an examination period

- The student or parent/caregiver **MUST** contact the school by phone on 03 5881 1211 **up until 30 minutes prior** to the commencement of the scheduled examination.
- **Prior to their return to school**, you must contact your Year Adviser to organise a rescheduling of the affected examination(s).
- On the day of a rescheduled examination, you must report to your Year Adviser at a time determined previously by your Year Adviser.
- You must obtain an Illness/Misadventure Application Form and any other relevant documentation, such as a Medical Certificate.
- Completed forms and documentation must be returned to the **Faculty Head Teacher within two school days** of your return to school (i.e. no later than your third day back at school).
- The consequences of not following these procedures may result in the application for Illness/Misadventure being rejected and a **zero mark** being awarded.

Behaviour/Action	Consequence
If a student interrupts the examination.	Supervisor will place a Green "Warning" card on your desk.
If a student interrupts the examination after being given a green 'Warning' card	Supervisor will place a Yellow "Warning" card on your desk and you will be moved to the back of the examination room where you will be allowed to continue the examination
If a student continues to interrupt the examination after being given a yellow "Warning" card.	You will be given a Red card and sent from the examination room to either the Deputy Principal or Principal. The examination paper for that subject will be cancelled.
If a student makes a non-serious attempt.	If you do not make a serious attempt at an examination, you may not receive a result. Students are required to attempt a range of question types throughout the examination paper. Simply attempting multiple-choice questions is not sufficient for an attempt to be considered serious.

FAQs

1. Why is it important to pass Yr 11 in order to complete Yr 12?

- Year 11 courses are assumed knowledge for the HSC Examination.

2. What is an Assessment Mark?

- An Assessment Mark represents your *achievement of outcomes* listed in the syllabus for each course studied at different stages of the course
- The marks allow a wide range of subject skills and knowledge to be assessed.

3. What do the terms “examination”, “in-class” and “hand-in” assessment task mean?

- An “*examination*” is a task that is held in an examination period under examination conditions and draws from most or all content areas, topics or modules of the syllabus.
- An “*in-class assessment task*” is a task that requires you to be present at school in order to complete, such as topic tests, presentations, performances and submissions of major works.
- “*Hand-in assessment tasks*” are tasks that are completed at home and submitted by a designated due date and time.

4. Are non-assessment tasks important?

- You must satisfy **ALL** the requirements of a syllabus – this includes all in class and homework tasks set by your teachers.
- *Failure to complete these tasks, such as class work and homework set by your teachers, means that NESA requirements for completing a Year 12 or Year 11 Course are not satisfied.*

5. How will assessment marks be compiled?

- Each Faculty, using NESA guidelines, has developed procedures for compiling all assessment marks by the end of each course.
- Guidelines indicate the outcomes being assessed in each assessment task, the percentage of the final mark each of these areas is worth, and what forms of assessment will be used.

6. When will assessment take place?

- For Year 12 courses, assessment may begin in Term 4 of Year 11 and will be completed by Term 3 in Year 12.
- A period of at least **ONE WEEK** prior to the Trial HSC Examination will be kept free of other Assessment Tasks as well as in the VET Work Placement Week (Term 4 Week 4).

7. How will I be notified of impending assessment tasks?

- You will receive written notice of impending Assessment Tasks *at least two weeks before the due date*. The only exceptions to this are the Trial HSC exams where students are informed weeks in advance.
- Notice will be given in a standardised format across all subjects. It will include information regarding outcomes, timeframes, marking schemes and clearly outlined expectations.
- Your classroom teacher will ask you to sign an assessment register as proof that you have received the task notification.

8. How will assessment results be reported to students?

- Detailed feedback will be given on the outcomes you have achieved. You will also be awarded a mark or grade for each assessment task completed except in some Vocational Education Courses where you will be deemed competent for class tasks.
- Cumulative rankings will be indicated on each school report sent home during the Year 12 Course.

9. **What provisions are made for assessment work affected by illness or misadventure?**
- If you are having problems with a particular assessment task because of illness or misadventure, you may ask for special consideration.
 - *Written application must be made on the appropriate form (Appendix B), and submitted to the Class Teacher, at least three days before the task is due.* The matter will then be referred to the Head Teacher. You may be asked to produce evidence of the progress you have made on the set task, and may need to produce a Medical Certificate.
10. **What happens if special accommodations or adjustments are required for me to complete an assessment task?**
- When students are provided with adjustments to support their learning, accommodations will be provided during assessment activities, including examinations.
 - The staff will liaise with the Senior School Co-ordinator, the student and their parents to determine the most suitable adjustment and levels of support.
 - Approval for these provisions are applied for under *Disability Provisions* with NESAs. Medical or other supporting documentation will be sought to help determine appropriate levels of support needed.
 - *Disability Provisions* need to be applied for during the first two terms of the Year 12 course.
11. **How should an Assessment Task be submitted?**
- *All Assessment Tasks, except in-class tasks, must be submitted by 8.50am on the date due.* This includes tasks that are to be uploaded onto online platforms.
 - Teachers will keep a record of receipt of tasks in line with the senior assessment policy.
12. **What happens if my Assessment Task is late?**
- *Unless there are extenuating circumstances, a ZERO mark will be awarded (refer to Question 10). If there are extenuating circumstances, the Head Teacher will consult with the Senior School Co-ordinator and Principal as to whether or not a zero mark will be awarded.*
 - You will still be required to complete the task in order to judge your achievement of course outcomes.
 - A NESAs warning letter will be sent home informing you and your parents of the penalty that has been imposed.
13. **What about assessment work which is not handed in?**
- In order to have studied a course satisfactorily, NESAs expects you to have completed all assessment work.
 - *If you fail to complete assessment work, and have not been granted special consideration, a ZERO must be recorded for it.*
 - Parents will be notified in writing by the Head Teacher, when a zero mark is given. This NESAs warning letter will be sent home informing you and your parents of the penalty that has been imposed and a new timeline given for the completion of the task.
 - If you do not make a genuine attempt at assessment tasks which total 50% or more of available marks, you are deemed not to have studied the course satisfactorily. An 'N' Determination may be issued against this subject and you may be in jeopardy of not gaining your HSC.

14. What happens in the case where a teacher is concerned about cheating or malpractice on an assessment task?

- In such cases the teacher will immediately bring this to the attention of the student(s) involved and make a report to the Head Teacher.
- A ZERO mark may be awarded, depending on the severity of the situation.
- Parents will be notified in writing by the Head Teacher, when a ZERO mark is given. A NESAs warning letter will be sent home informing you and your parents of the penalty that has been imposed and a new timeline may be given for the satisfactory completion of the task.

15. What happens if I know that I will be away on the day an in-class task is scheduled (excursion, sporting event, appointment)?

- You must complete and submit a “Consideration of Absence” form (Appendix C) to the Head Teacher *as soon as the issue arises*.
- Supportive evidence should be attached (eg. Medical Certificate and/or Parental Letter).
- The Head Teacher will consider the application, and a decision issued promptly to the student and to the Class Teacher.
- An alternate Assessment Task may be issued for you to complete to allow course outcomes to be assessed.

16. What if I am absent unexpectedly on the day an assessment task is scheduled?

- *You should phone the school on 0358811211 (talk to the Head Teacher of the subject, your Year Adviser, Deputy Principal or Principal) and explain the reason for absence.* Then on the day you return to school, report to the Head Teacher of the subject concerned, and complete a “Consideration of Absence” form (Appendix B)
- Supportive evidence must be attached (eg. Medical Certificate), and the form returned to the Head Teacher.
- The Head Teacher will consider the application, and a decision issued promptly to the student and to the Class Teacher.
- If the task is an examination, a decision will be made as to whether you sit for the exam when you return to school or an estimate will be allocated at a later date based on your performance in similar tasks for that subject.

17. What happens if I do not make a serious attempt to complete an examination?

- All students are expected to make a serious attempt at all exams. A non-serious attempt will immediately result in a NESAs warning letter being sent home and is placing a student in danger of receiving an ‘N’ award (unsatisfactory) for that course. A non-serious attempt could be a situation where a student answers very few questions on a paper, or the responses made are nonsensical or obscene.

18. What happens to assessments if I change schools or repeat courses?

- No action is necessary for students who transfer to another school before assessments begin. Your new school will assess you.
- NESAs provides guidelines for assessing students who transfer at a later stage of a course.
- If you repeat a Higher School Certificate course, the Assessment Mark will be based only on work done in the most recent attempt.

19. What records is the school required to keep?

- The school must keep signed records that all students have been issued with their Assessment Booklet, NESA syllabuses for each subject and The Higher School Certificate (HSC) Rules and Procedures guide.
- The school must keep a record of all Assessment Marks that students gain in every assessment task of each Year 12 course.
- The school is required to keep evidence of assessment notifications, submission of assessment tasks and date of return of tasks to students.
- The school is required to keep documentary evidence of work submitted by a range of students in each subject. Original work will be returned to students no later than two weeks following submission.

20. Do school Year 11 Course Assessment Marks appear on the HSC?

- No. The school retains Year 11 Course Assessment Marks.
- Any student who does not fulfil the assessment requirements of a Year 11 Course may not be eligible to undertake Year 12 in that Course.

21. Must I attend school regularly?

- Yes. You are expected to be present on each school day unless you are ill. In simple terms, it is not possible for any student to meaningfully engage in their courses if they are absent frequently. Students should be attending at least 85% of scheduled classes.

22. What do I do if I disagree with an assessment mark? Is there a way to appeal against an assessment task result?

- You should discuss the situation with your classroom teacher when the task is returned to you. They will be able to justify and/or review the mark.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject ASAP and complete an Assessment Appeal Form (Appendix D).
- The Head Teacher will then complete the form with you and it will be submitted to the Deputy Principal for judgement by a panel.
- The Appeals Panel includes the Principal, Deputy Principal and Senior School Co-ordinator.
- The panel will decide and the result will be reported to you. In extraordinary cases where the panel is unable to make a decision the Principal is able to call upon an outside arbitrator from the Department of Education to make a judgement.
- If a student is not satisfied with this process, an appeal to NESA is then possible.

23. What happens if there is a problem that affects all students in a particular assessment task?

- In the first instance if a student or a group of students have a concern about a task, they should discuss the situation with the classroom teacher.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and complete an Assessment Appeal Form (Appendix D) if appropriate.
- If a teacher believes that the results of a task are either invalid or questionable, they will bring it to the attention of the students and immediately refer the matter to the Head Teacher.
- In either of the above cases, the matter must then immediately be reported to the Deputy Principal and Principal for a judgement.

24. What happens if my task is interrupted by factors beyond my control?

- A task that is interrupted by external factors is called an **Invalid Task**.
Examples of reasons for invalid task include, but are not limited to:
 - An emergency evacuation or lock down occurring down during a task
 - A black-out; electrical fault or system fault within the school
 - Part of a task being unclear (copy is unrecognisable on some or all of the tasks)
 - Students having seen and / or practiced the task prior to having to actually complete it
- If this happens, the school will form a panel (consisting of the Principal, Deputy Principal, Senior School Co-ordinator and Head Teacher responsible) to determine the correct and most appropriate course of action that best benefits students and the satisfactory achievement and assessment of their learning outcomes.
- This will include, but is not limited to:
 - Looking at the sequence of the task and where the majority of students got to and using this data to record results
 - Changing the date and the task to a more appropriate time
 - Marking only the portions of the task that is best reflective of the students' time on task
- The decision will be communicated to all students via a class or subject cohort meeting where all students receive the same, singular message, and to parents, via a letter explaining the process and the outcome. The turnaround time between task and determination should be no more than three school days. The Deniliquin High School policy regarding Invalid Tasks aligns with NESAs requirements in terms of students having equitable access to curriculum and to assessment of said curriculum, and that students be given every opportunity to maximise potential in the assessment of curriculum.

25. What do I do if I feel that a course(s) has not been taught as per the requirements of the syllabus?

- In the first instance, you must discuss the situation with your classroom teacher.
- Should the classroom teacher be unable to satisfy your queries, you must talk with the Head Teacher in charge of your subject and/or the Senior School Co-ordinator, Deputy Principal or Principal.
- You may then wish to complete an Appeal Form which will be submitted to a panel convened by the school. The panel will make a decision and the result will be reported to you. In extraordinary cases where the panel is unable to make a decision the Principal is able to call upon an outside arbitrator from the Department of Education to make a judgement.
- In the event that a student is not satisfied with this process an appeal NESAs is then possible.

26. What happens in the event of a significant problem that prevents the completion of the assessment task?

- An alternate Assessment Task may be issued for you to complete, allowing the course outcomes to be assessed.

**If you have any concerns with any aspect of the
Assessment Procedures please talk to your teacher,
your Year Adviser or the Senior School
Co-ordinator, Deputy Principal or Principal.**

Schedule of Assessment Tasks

AGRICULTURE 2 UNIT

Year 11 Course Outcomes

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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	In class test	Practical investigation/ experimental design	Exam Whole Course	
Date	Term 2 Week 3	Term 3 Week 5	Term 3 Week 10	
Outcome	P1.1 P1.2 P2.3 P3.1 P5.1	P2.1 P2.2 P4.1	All outcomes	
Total Weighting (%)	30%	30%	40%	100%

ANCIENT HISTORY 2 UNIT

Year 11 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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Class Test: Sources	Research	Yearly Examination	
Date	Term 1 Week 9	Term 2 Week 8	Term 3 Week 10	
Outcome	AH11-3 AH11-6 AH11-7 AH11-9	AH11-1 AH11-2 AH11-4 AH11-8 AH11-9	AH11-2 AH11-3 AH11-5 AH11-9 AH11-10	
Total Weighting (%)	30%	30%	40%	100%

BIOLOGY 2 UNIT

Year 11 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 the interrelationships of organisms within the ecosystem

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Practical task & Data analysis Module 1	Depth Study Field work/Test Modules 3 & 4	Yearly Examination	
Date	Term 1 Week 7	Term 2 Week 6	Term 3 Week 10	
Outcome	B11-1 B11-2 B11-3 B11-4 B11-5 B11-6 B11-7 B11-8	B11-1 B11-2 B11-3 B11-4 B11-5 B11-6 B11-7 B11-10 B11-11	B11-1 B11-2 B11-3 B11-4 B11-5 B11-6 B11-7 B11-8 B11-9 B11-10 B11-11	
Total Weighting (%)	30%	30%	40%	100%

BUSINESS STUDIES 2 UNIT

Year 11 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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Media Review	Business Plan	Yearly Examination	
Date	Term 1 Week 7	Term 2 Week 4	Term 3 Week 10	
Outcome	P1 P2 P3 P7	P1 P4 P8 P9 P10	P3 P4 P5 P6 P8	
Total Weighting (%)	30%	40%	30%	100%

CHEMISTRY 2 UNIT

Year 11 Course Outcomes

- CH11-1** develops and evaluates questions and hypotheses for scientific investigation
- CH11-2** designs and evaluates investigations in order to obtain primary and secondary data and information
- CH11-3** conducts investigations to collect valid and reliable primary and secondary data and information
- CH11-4** selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- CH11-5** analyses and evaluates primary and secondary data and information
- CH11-6** solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- CH11-7** communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- CH11-8** explores the properties and trends in the physical, structural and chemical aspects of matter
- CH11-9** describes, apply and quantitatively analyse the mole concept and stoichiometric relationships
- CH11-10** explores the many different types of chemical reactions, in particular the reactivity of metals, and the factors that affect the rate of chemical reactions
- CH11-11** analyses the energy considerations in the driving force for chemical reactions

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Practical & Skills Task – in class	Depth Study - ongoing	Yearly Examination	
Date	Term 2 Week 7	Term 3 Week 3	Term 3 Week 10	
Outcome	CH11-1 CH11-2 CH11-3 CH11-4 CH11-5 CH11-6 CH11-7 CH11-8 CH11-9	CH11-1 CH11-2 CH11-3 CH11-4 CH11-5 CH11-6 CH11-7 CH11-9 CH11-10	CH11-1 CH11-2 CH11-3 CH11-4 CH11-5 CH11-6 CH11-7 CH11-8 CH11-9 CH11-10 CH11-11	
Total Weighting (%)	30%	30%	40%	100%

COMMUNITY & FAMILY STUDIES

2 UNIT

Year 11 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** accounts for the roles and relationships that individuals adopt within groups
- P2.2** describes the role of the family and other groups in the socialisation of individuals
- P2.3** examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement
- P2.4** analyses the interrelationships between internal and external factors and their impact on family functioning
- P3.1** explains the changing nature of families and communities in contemporary society
- P3.2** analyses the significance of gender in defining roles and relationships
- P4.1** utilises research methodology appropriate to the study of social issues
- P4.2** presents information in written, oral and graphic form
- P5.1** applies management processes to maximise the efficient use of resources
- P6.1** distinguishes those actions that enhance wellbeing
- P6.2** uses critical thinking skills to enhance decision making

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Interview and Case Study	Leadership Media Analysis	Examination	
Date	Term 2 Week 3	Term 3 Week 7	Term 3 Week 10	
Outcome	P1.1 P4.1 P4.2 P6.1	P2.1 P2.3 P4.1 P4.2	P1.1 P1.2 P2.1 P2.2 P2.3 P2.4 P3.1 P3.2 P4.2 P5.1 P6.1 P6.2	
Total Weighting (%)	30%	30%	40%	100%

ENGLISH ADVANCED 2 UNIT

Year 11 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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Composition and reflection	Multimodal Task	Yearly Exam	
Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 10	
Outcome	EA11-1 EA11-3 EA11-4 EA11-5 EA11-9	EA11-2 EA11-5 EA11-6 EA11-7 EA11-8	EA11-1 EA11-2 EA11-3 EA11-4 EA11-5	
Total Weighting (%)	30%	40%	30%	100%

ENGLISH STANDARD 2 UNIT

Year 11 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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Composition and reflection	Multimodal Task	Yearly Exam	
Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 10	
Outcome	EN11-1 EN11-3 EN11-4 EN11-5 EN11-9	EN11-2 EN11-3 EN11-6 EN11-7 EN11-8	EN11-1 EN11-3 EN11-5 EN11-6	
Total Weighting (%)	30%	40%	30%	100%

ENGLISH STUDIES 2 UNIT

Year 11 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 learning

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Portfolio	Multimodal Task	Yearly Exam	
Date	Term 1 Week 10	Term 2 Week 9	Term 3 Week 10	
Outcome	ES11-1 ES11-2 ES11-3 ES11-4 ES11-6	ES11-2 ES11-7 ES11-8 ES11-9 ES11-10	ES11-1 ES11-2 ES11-4 ES11-5 ES11-8	
Total Weighting (%)	30%	40%	30%	100%

EXPLORING EARLY CHILDHOOD 2 UNIT

Year 11 Course Outcomes

- 1.1 analyses prenatal issues that have an impact on development
- 1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children
- 1.3 examines the nature of different periods in childhood -infant, toddler, preschool and the early school years
- 1.4 analyses the ways in which family, community and culture influence the growth and development of young children
- 1.5 examines the implications for growth and development when a child has special needs
- 2.1 analyses issues relating to the appropriateness of a range of services for different families
- 2.2 critically examines factors that influence the social world of young children
- 2.3 explains the importance of diversity as a positive issue for children and their families
- 2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children
- 2.5 examines strategies that promote safe environments
- 4.1 demonstrates appropriate communication skills with children and/or adults
- 4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds
- 5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development
- 6.1 demonstrates an understanding of decision making processes
- 6.2 critically examines all issues including beliefs and values that may influence interactions with others.

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Interview and Report	Family Tree and Evaluation	Exam Whole Course	
Date	Term 1 Week 8	Term 3 Week 3	Term 3 Week 10	
Outcome	1.1 1.4 2.1 5.1 6.1 6.2	1.4 2.2 6.2	All outcomes	
Total Weighting (%)	35%	35%	30%	100%

FOOD TECHNOLOGY 2 UNIT

Year 11 Course Outcomes

- P1.1** identifies and discusses a range of historical and contemporary factors which influence the availability of particular foods
- P1.2** accounts for individual and group food selection patterns in terms of physiological, psychological, social and economic factors
- P2.1** explains the role of food nutrients in human nutrition
- P2.2** identifies and explains the sensory characteristics and functional properties of food
- P3.1** assesses the nutrient value of meals/diets for particular individuals and groups
- P3.2** presents ideas in written, graphic and oral form using computer software where appropriate
- P4.1** selects appropriate equipment, applies suitable techniques and utilises safe and hygienic practices when handling food
- P4.2** plans, prepares and presents foods which reflect a range of the influences on food selection
- P4.4** applies an understanding of the sensory characteristics and functional properties of food to the preparation of food products
- P4.3** selects foods, plans and prepares meals/diets to achieve optimum nutrition for individuals and groups
- P5.1** generates ideas and develops solutions to a range of food situations

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Practical and Evaluation Report	Dietary Analysis	Examination	
Date	Term 2 Week 5	Term 3 Week 6	Term 3 Week 10	
Outcome	P2.2 P4.1 P4.4	P1.2 P2.1 P3.1 P3.2 P4.2 P4.3 P5.1	P1.1 P1.2 P2.1 P2.2 P2.3 P2.4 P3.1 P3.2 P4.2 P5.1 P6.1 P6.2	
Total Weighting (%)	30%	30%	40%	100%

GEOGRAPHY 2 UNIT

Year 11 Course Outcomes

- GE-11-01** examines places, environments and natural and human phenomena, for their characteristics, spatial patterns, interactions and changes over time
- GE-11-02** explains geographical processes and influences, at a range of scales, that form and transform places and environments
- GE-11-03** explains geographical opportunities and challenges, and varying perspectives and responses
- GE-11-04** assesses responses and management strategies, at a range of scales, for sustainability
- GE-11-05** analyses and synthesises relevant geographical information from a variety of sources
- GE-11-06** identifies geographical methods used in geographical inquiry and their relevance in the contemporary world
- GE-11-07** applies geographical inquiry skills and tools, including spatial technologies, fieldwork, and ethical practices, to investigate places and environments
- GE-11-08** applies mathematical ideas and techniques to analyse geographical data
- GE-11-09** communicates and applies geographical understanding, using geographical knowledge, concepts, terms and tools, in appropriate forms

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Research Task	Geographical Investigation	Examination	
Date	Term 1 Week 8	Term 3 Week 3	Term 3 Week 10	
Outcome	GE-11-01 GE-11-03 GE-11-09	GE-11-05 GE-11-06 GE-11-07 GE-11-09	GE-11-01 GE-11-02 GE-11-04 GE-11-07 GE-11-08	
Total Weighting (%)	30%	40%	30%	100%

INVESTIGATING SCIENCE 2 UNIT

Year 11 Course Outcomes

INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation

INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

INS11/12-5 analyses and evaluates primary and secondary data and information

INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11/12-7 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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Depth Study First-hand Investigation	Depth Study Secondary Investigation	Examination	
Date	Term 2 Week 3	Term 3 Week 5	Term 3 Week 10	
Outcome	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-9 INS11-10	INS11/12-1 INS11/12-2 INS11/12-3 INS11/12-4 INS11/12-5 INS11/12-6 INS11/12-7 INS11-8 INS11-9 INS11-10 INS11-11	
Total Weighting (%)	30%	40%	30%	100%

MATHEMATICS EXTENSION 1 1 UNIT

Year 11 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 and the solution of problems
- ME11-4** applies understanding of the concepts 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.

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Test	Project	Examination	
Date	Term 2 Week 1	Term 3 Week 1	Term 3 Week 10	
Outcome	ME11-1 ME11-2 ME11-7	ME11-1 ME11-2 ME11-6 ME11-7	ME11-1 ME11-2 ME11-3 ME11-4 ME11-5 ME11- 7	
Total Weighting (%)	30%	30%	40%	100%

MATHEMATICS ADVANCED - 2 UNIT

Year 11 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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Class Test	Project	Examination	
Date	Term 1 Week 11	Term 2 Week 10	Term 3 Week 10	
Outcome	MA11-1 MA11-9	MA11-1 MA11-2 MA11-9	MA11-1 MA11-2 MA11-3 MA11-4 MA11-5 MA11-6 MA11-7 MA11-8 MA11-9	
Total Weighting (%)	30%	30%	40%	100%

MATHEMATICS STANDARD 2 UNIT

Year 11 Course Outcomes

- MS11-1** uses algebraic and graphical techniques to compare alternative solutions to contextual problems
- MS11-2** represents information in symbolic, graphical and tabular form
- MS11-3** solves problems involving quantity measurement, including accuracy and the choice of relevant units
- MS11-4** performs calculations in relation to two-dimensional and three-dimensional figures
- MS11-5** models relevant financial situations using appropriate tools
- MS11-6** makes predictions about everyday situations based on simple mathematical models
- MS11-7** develops and carries out simple statistical processes to answer questions posed
- MS11-8** solves probability problems involving multistage events
- MS11-9** uses appropriate technology to investigate, organise and interpret information in a range of contexts
- MS11-10** justifies a response to a given problem using appropriate mathematical terminology and/or calculations

	Task 1	Task 2	Task 3	Total Weighting
Task Type	In-class test	Project	Yearly Examination	
Date	Term 1 Week 11	Term 2 Week 10	Term 3 Week 10	
Outcome	MS11-1 MS11-2 MS11-6 MS11-7	MS11-2 MS11-5 MS11-6 MS11-9 MS11-10	MS11-1 MS11-2 MS11-3 MS11-4 MS11-5 MS11-6 MS11-7 MS11-8 MS11-9 MS11-10	
Total Weighting (%)	30%	30%	40%	100%

MUSIC 2 UNIT

Year 11 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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Research/Viva Voce (25%) Aural Analysis (10%)	Composition (25%) Performance (10%)	Yearly Aural Exam (15%) Performance (15%)	
Date	Term 1 Week 8	Term 3 Week 2	Term 3 Week 10	
Outcome	P4 P5 P6 P7 P8 P10 P11	P1 P2 P3 P9 P10 P11	P1 P4 P5 P6 P7 P8 P9 P10 P11	
Total Weighting (%)	35%	35%	30%	100%

NUMERACY 2 UNIT

Year 11 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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Project	Project	Project	
Date	Term 1 Week 11	Term 2 Week 10	Term 3 Week 8	
Outcome	N6-1.1 N6-1.3 N6-2.2 N6-2.3 N6-2.5	N6-1.2 N6-1.3 N6-2.1 N6-2.2 N6-2.4 N6-2.6	N6-1.2 N6-2.3 N6-3.2	
Total Weighting (%)	35%	35%	30%	100%

PERSONAL DEVELOPMENT & PHYSICAL EDUCATION 2 UNIT

Year 11 Course Outcomes

- P1** identifies and examines why individuals give different meaning 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
- 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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Take-home task	Take-home task	Examination	
Date	Term 2 Week 5	Term 3 Week 6	Term 3 Week 10	
Outcome	P7 P8 P9 P10 P11 P16 P17	P1 P2 P3 P4 P5 P6 P12 P15 P16	P1 P2 P3 P4 P5 P6 P7 P8 P9 P10 P11 P12 P15 P16 P17	
Total Weighting (%)	30%	40%	30%	100%

SPORTS, LIFESTYLE & RECREATION 2 UNIT

Year 11 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
- 1.6 describes administrative procedures that support successful performance outcomes
- 2.1 explains the principles of skill development and training
- 2.2 analyses the fitness requirements of specific activities
- 2.3 selects and participates in physical activities that meet individual needs, interests and abilities
- 2.5 describes the relationship between anatomy, physiology and performance
- 3.1 selects appropriate strategies and tactics for success in a range of movement contexts
- 3.2 designs programs that responds to performance needs
- 3.3 measures and evaluates physical performance capacity
- 3.7 analyses the impact of professionalism in sport
- 4.1 plans strategies to achieve performance goal
- 4.4 demonstrates competence and confidence in movement contexts

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Practical assessment	Project	Assignment	
Date	Term 1 Week 9	Term 2 Week 8	Term 3 Week 10	
Outcome	1.1 1.3 1.6 2.1 2.2 2.3 2.5 3.1 3.2 3.3 4.4	1.2 1.3 2.2 3.2 3.3 4.1	1.2 1.3 2.1 2.2 2.3 2.5 3.2 3.3 4.4	
Total Weighting (%)	30%	40%	30%	100%

VISUAL ARTS 2 UNIT

Year 11 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 artist, artwork, world and audience through critical and historical investigations of art
- P9** identifies the frames as the basis of exploring different orientations to critical and historical investigations of art
- P10** explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed

	Task 1	Task 2	Task 3	Total Weighting
Task Type	Series of Works & Frames Artwork Analysis	Folio of Works & Conceptual Framework Essay	Art Criticism & Art History Examination	
Date	Term 2 Week 2	Term 3 Week 8	Term 3 Week 10	
Outcome	P1 P3 P4 P6 P7 P9	P1 P2 P5 P6 P8 P10	P7 P8 P9	
Total Weighting (%)	30%	40%	30%	100%

WORK STUDIES 2 UNIT

Year 11 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

	Task 1	Task 2	Task 3	Total Weighting
Task Type	World of Work Research	Teamwork Practical	In Class Test	
Date	Term 1 Week 8	Term 3 Week 3	Term 3 Week 10	
Outcome	1 2 3 5 6 7	5 6 7 8 9	1 2 3 5 8 9	
Total Weighting (%)	35%	30%	35%	100%

HSC Assessment Advice for VET Courses

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

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

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

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

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

Credit Transfer (CT) may be given for units of competency (UoC) previously achieved with another RTO after verification of the UoC. Seek CT advice from your trainer prior to the commencement of the delivery of this UoC

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

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

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

Work placement advice from NESA in response to COVID

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

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

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

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



Education

Hospitality

Qualification: SIT20322 Certificate II in Hospitality

Cohort 2024 - 2025

Training Package SIT Tourism, Travel and Hospitality

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

School Name: Deniliquin High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality <i>Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.</i>		Task 1 Safety in the kitchen	Task 2 Service please	EXAM
Code	Unit of Competency			Week 6 Term 3
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCCC025	Prepare and present sandwiches	X		
SITXCCS011	Interact with customers		X	
SITXCOM007	Show social and cultural sensitivity		X	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward a SIT20322 Certificate II in Hospitality.

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

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



This information may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimal disruption or disadvantage.

Course: **Primary Industries**
Board Developed Course (240 hour)

2 or 4 Preliminary and/or HSC units in total
Industry Curriculum Framework (ICF)
Australian Tertiary Admission Rank (ATAR) eligible course

By enrolling in this VET qualification with Public Schools NSW RTOs, you are choosing to participate in a program of study which will provide you a pathway towards HSC accreditation and a nationally recognised qualification (dual accreditation). To receive this VET qualification, you must meet the assessment requirements of AHC20416 Certificate II in Horticulture <https://training.gov.au/Training/Details/AHC20416>. You will be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. To gain this full qualification, you must achieve 5 core and 10 elective units of competency. A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

Entry Requirements

You must complete the VET enrolment process, supplying your USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. HSC: All My Own Work must be completed before enrolling in this qualification. When selecting this course, you should be interested in working in a horticulture environment. They should have a keen interest for plants, trees and shrubs and enjoy working in both indoor and outdoor environments.

Agriculture, Horticulture and Conservation and Land Management Training Package (AHC 8.0) Units of Competency

Core	Elective continued
AHPCPM201 Recognise plants	*AHCNSY201 Pot up plants
AHCPMG201 Treat weeds	*AHCNSY202 Care for nursery plants
AHCPMG202 Treat plant pests, diseases and disorders	*AHCNSY203 Undertake propagation activities
AHCSOL202 Assist with soil or growing media sampling and testing	*AHCPCGD201 Plant trees and shrubs
AHCWHS201 Participate in work health and safety processes	*AHCWRK201 Observe and report on weather
	*AHCWRK204 Work effectively in the industry
	*AHCWRK205 Participate in workplace communications
	*AHCWRK209 Participate in environmentally sustainable work practices.
	* Trainer will advise on elective units chosen. Not all units of competency are available.
Elective	
*AHCCHM201 Apply chemicals under supervision	
*AHCCHM304 Transport and store chemicals	
*AHCINF201 Carry out basic electric fencing operations	
*AHCMOM202 Operate tractors	
*AHCMOM203 Operate basic machinery and equipment	
*AHCMOM304 Operate machinery and equipment	

Students may apply for Recognition of Prior Learning (RPL) and /or credit transfer before delivery, provided suitable evidence is submitted.

Pathways to Industry - Skills gained in this course transfer to other occupations

This qualification provides a general vocational outcome in agriculture.

Working within the horticulture industry involves using small and large pieces of farm equipment and machinery, lifting and carrying, working with plants and soil and understanding weather patterns and chemical use.

- | | | |
|-------------------------|------------------|----------------------------|
| ▪ National Parks worker | ▪ nursery worker | ▪ crop production |
| | ▪ horticulture | ▪ pest and disease control |

Mandatory HSC Course Requirements

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. Students who do not meet these requirements will be 'N' determined as required by NESA. You should be work ready before work placement.

External Assessment (optional HSC examination for ATAR purposes)

The Higher School Certificate examination for Primary Industries is only available after completion of 240 indicative hours and will involve a written examination consisting of multiple-choice, short answers and extended response items. The examination is independent of the competency-based assessment undertaken during the course and has no impact on the eligibility of a student to receive a vocational qualification.

Competency-Based Assessment

In this course you will work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent you must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the unit of competency.

Appeals and Complaints

You may lodge a complaint or an appeal about a decision (including assessment decisions) by following the Appeals and Complaints Guidelines.

Refunds

Refund arrangements are on a pro-rata basis.
Please refer to your school refund policy

A school-based traineeship is available in this course. For more information: <https://education.nsw.gov.au/public-schools/career-and-study-pathways/school-based-apprenticeships-and-traineeships>

Exclusions: VET course exclusions can be checked on the NESA website at <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/vet/course-exclusions>

2024 Course Descriptor AHC20416 Certificate II in Horticulture

RTO - Department of Education - 90333, 90222, 90162

Version 0.10

Disclaimer: If you require accessible documents, please contact your VET Coordinator for support

APPENDICES



Assessment Task Notification

Year Level	
Subject Name	
Module Name	
Task Name	
Teacher	
Task Number	
Notification Date	Term _____ Week _____ Date _____
Weighting (%)	
Due Dates	Draft Due Date: Term _____ Week _____ Date _____ Due Date: Term _____ Week _____ Date _____ by 8.50am
Preferred submission method(s):	
Class time allocated	

Referencing/Plagiarism: Tasks that are not entirely a student's own work will result in a **0 mark** awarded and contact made with the parent/caregiver; the task will also need to be resubmitted.

Non-submission:

If you are absent on the due date, a 0 mark will be issued unless there is medical certificate produced explaining illness, accident or misadventure as the reason for the non-submission. The school must be contacted.

If you do not submit on the due date, without prior acceptance of an extension, a 0 mark will be issued. Parent contact will also be made and an N warning letter will be sent home. You will still be required to submit the task for reporting purposes.

If you do not do a serious attempt of a task, re-submission may be required. Parent contact will also be made and an N warning letter will be sent home. However, the original mark will be maintained.

Outcomes

Task Description and Instructions

Assessment Criteria

Head Teacher Checked and Signed: _____

Common Grade Scale

A - The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.

B - The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.

C - The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.

D - The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.

E - The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

If you receive an E, this may be classed as a non-serious attempt and re-submission may be required. However the original mark will be maintained.

What is the difference between referencing and bibliographies?

Referencing: Referencing is needed when you use a direct quote or information from a source.

For example;

“The ability of the heart, lungs and circulatory system to supply oxygen and nutrients efficiently to working muscles and remove waste products” (PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020, page 25) OR

According to *Australia’s Health 2018* cancer causes the greatest burden of disease in Australia.

Bibliographies: Bibliographies include all sources used to inform and develop your response. This includes all sources you have referenced.

For example;

Australian Institute of Health and Welfare, *Australia’s Health 2018*. [ONLINE] Available at <https://www.aihw.gov.au/getmedia/7c42913d-295f-4bc9-9c24-4e44eff4a04a/aihw-aus-221.pdf.aspx?inline=true> [Accessed 10 May 2020] OR

PDHPE Preliminary Core 2: The Body in Motion, Class notes, 2020

BIBLIOGRAPHY	
Film production	Australia (2008), motion picture, producers B Luhrmann, G MacBrown and C Knapman, director B Luhrmann, Twentieth Century Fox, Australia.
Government publication from a specific department	Australian Institute of Health and Welfare (2006), <i>Disability and disability services in Australia</i> , Australian Government Publishing Service, Canberra.
Website	Centre for Policy Development (2007), http://cpd.org.au/ , 17 October 2009. Date accessed
Book with multiple authors	Cornelius, H, Faire, S & Cornelius, E (2006). <i>Everyone Can Win—Responding to Conflict Constructively</i> (2nd edition), Simon & Schuster, Sydney.
Podcast	Fidler, R (2008) Conversations: Leith Harding, ABC local radio, backyard@uour.abc.net.au, 2 December.
Newspaper article	Ham, M, 'Part-time gives you more time', <i>My Career, Sydney Morning Herald</i> , 13 December, p. 3.
Book (with general editor)	Healey, J (ed) (2001), <i>Family values, Issues in Society</i> , Spinney Press, Australia. Publisher
Video production	<i>Inside Story: Conflict Resolution</i> (2007), Video Education Australia, Victoria.
Conference paper	Katz, I (2007), 'Resilience and diversity in children and families', <i>Australian Welfare 2007 Conference</i> , Canberra, pp. 26–42. Page numbers
Journal article	Qu, L (2008), 'Work and family balance: Issues in research and policy', <i>Family Matters</i> , Australian Institute of Family Studies, Melbourne, 80, pp. 12–21. Volume number
Educational resource kit/package	Slee, P, Flanagan, A & Mitchell, B (1995), <i>Stressed Out and Growing Up</i> , Children and Adolescent Psychological and Educational Resources, Flinders University, South Australia.
Personal interview	Taylor, L, personal interview, 12 August 2009. Date interviewed
Television program	<i>Today Tonight</i> recording, Channel Seven, 20 November 2009. Date of recording
Personal email	Weihen, L weihen@optusnet.com.au personal email, (29 October 2009). Date posted
Book with single author	Ziegler, H. (2004), <i>Changing lives, changing communities</i> , (Revised edition) Wesley Mission, Melbourne. Place of publication

APPENDIX B

DENILQUIN HIGH SCHOOL



Assessment Task Registration

Course	
Task Number	
Task Weight %	
Task checked by Head Teacher (date and sign)	
Date of Notification	
Date Due	

Student Name	Task Received <i>Student Signature</i>	Date Received	Task Submitted <i>Student Signature</i>	Date Submitted	Task returned <i>Student Signature</i>	Date Returned



Application for an Extension Assessment Task Affected by Illness or Misadventure

Name Date
Subject Teacher
Task Concerned

I hereby apply for an extension based on consideration of the following factor(s) which affected my performance in this Assessment Task (*Documentary evidence from Doctor or Parent should be provided*). In applying for this special consideration, I assure the Principal that I am not seeking unfair advantage over other students in this course.

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Student's Signature
Parent / Caregiver Signature
Decision of Head Teacher
Teacher's Signature
Date



Application for an Extension Consideration of Absence on Due Date of Assessment

Name Date
Subject Teacher
Task Concerned

I hereby apply for consideration of my absence for the Assessment task outlined above.
Documentary evidence is / is not attached.
The facts as outlined below, which affected my ability to complete this Assessment Task by the due date are an accurate record of my situation.

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Student's Signature
Parent / Caregiver Signature
Decision of Head Teacher
Teacher's Signature
Date



Application for Appeal

Name Date

Subject Teacher

Task Concerned

Please give details in the space below your concern / complaint with regard to the above Year 11/
Year 12 Assessment Task

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Student's Signature

Date

Head Teacher / Teacher's Name

Head Teacher / Teacher's Signature

Date



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