

TUGGERAH LAKES SECONDARY COLLEGE THE ENTRANCE CAMPUS



YEAR 11 HSC 2024 ASSESSMENT SCHEDULE AND POLICY



IMPORTANT NOTE:

The information contained in this booklet is provided as an outline for students, parents and teachers. Students will be given more specific information regarding the assessment procedures in each course from their class teacher.

General information and assistance with The Entrance Campus assessment program can be obtained from the Deputy Principal.

The assessment schedules presented in this handbook are accurate as of December 2023

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STRONGER HSC STANDARDS REFORMS

The Stronger HSC Standards reforms include:

- Supporting the achievement of HSC Minimum Standards for all students;
- Ensuring the flexibility and versatility of the Higher School Certificate (HSC) to cater for the full range of students;
- Encouraging every student to achieve at their highest possible level; and,
- A focus on the acquisition of deep knowledge, understanding and skills for students.

What are the changes to assessment?

The Stronger HSC Standards reforms provide new directions for assessment practices in all Stage 6 courses to:

- rebalance the emphasis on assessment to allow more time for teaching and learning;
- maintain rigorous standards; and,
- provide opportunities to assess students' depth of knowledge and their conceptual, analytical and problem-solving skills.

These changes include:

- mandated components and weightings for Year 11 and Year 12;
- capping the number of school-based assessment tasks to three in Year 11 and four in Year 12;
- specified minimum and maximum weightings for formal tasks; and,
- a variety of tasks to assess student knowledge, understanding and skills

How does the formal assessment program contribute to the Record of School Achievement (RoSA)?

For each student who completes a Stage 5 and Stage 6 course (except Life Skills and VET courses), the school awards a grade representing each student's achievement against statewide standards. The grade is submitted to NESA and recorded on the RoSA. The RoSA is a cumulative credential received by students who leave before the completion of HSC examinations. Students are able to access an eRecord of their grades at any time through their student online account.

How does the formal assessment program contribute to the HSC credential?

At the conclusion of the Year 12 Course, the school will submit an assessment mark or grade to NESA for each performance in a course. This mark or grade is based on the formal school based assessment program.

What credential do students receive on completion of Stage 6?

If the student completes the Year 12 program, including the course and assessment requirements, they will receive the Higher School Certificate.

The following table explains the marks and records you will receive for your courses.

Course Type	Marks and Records
Board Developed Course	For most courses you will receive an assessment mark, an examination mark and an HSC mark, which is the rounded average of your examination mark and assessment mark.
Board Developed Course with Optional HSC Examination	For English Studies and Mathematics Standard 1 you will receive a grade (A to E) for your school-based assessment. If you do the optional HSC examination for the course, you will receive an examination mark. The HSC mark and performance band are based on the examination mark only. Numeracy does not have an HSC examination and you will receive a grade (A to E) for your school-based assessment. For VET courses, all course names and unit values will be listed. You will receive an examination mark for any VET examinations you complete. The HSC mark and performance band are based on the examination mark only. You will also receive an AQF VET Certificate and transcript, or a Statement of Attainment for your achieved units of competency.
VET Board Endorsed Course	All course names and unit values will be listed. You will also receive an AQF VET Certificate and transcript, or a Statement of Attainment for your achieved units of competency.
Board Endorsed Course (other than VET Courses)	Your assessment mark is the unmoderated mark that your school or provider submitted. This mark cannot be compared with marks for similar courses at other schools.
Life Skills Course	The course name and unit value will be listed if you completed the course. You will also receive a Profile of Student Achievement listing your achieved outcomes.
Course Studied with an Outside Tutor / External Provider	Your result will be reported as an examination mark and an HSC mark. Your assessment mark will only be listed if you lodged an illness/misadventure application and it was upheld.

RECORD OF SCHOOL ACHIEVEMENT (RoSA)

1. Records of School Achievement are to be granted by the Authority (NESA) to students:
 - a. who:
 - i. have attended a government school, or
 - ii. have attended a registered non-government school to which a current certificate of accreditation for presentation of candidates for the Record of School Achievement applies, or
 - iii. have attended a school outside New South Wales recognised by the Authority, and
 - b. who have participated, to the Authority's satisfaction, in courses of study which have been determined under this Act as appropriate to be undertaken by candidates for the Record of School Achievement, and
 - c. who have been accepted by the Authority as having satisfactorily completed those courses of study, and
 - d. who have, to the Authority's satisfaction, undertaken the requisite examinations or other forms of assessment, and
 - e. who have complied with any requirements prescribed by the regulations or any requirements imposed by the Minister or the Authority, and
 - f. who have completed Year 10.
2. The requisite examinations or other assessments may be conducted on a school-basis, but are to be moderated on a State-wide basis in the learning areas and in the manner determined by the Authority.
3. The Authority may refuse to grant a Record of School Achievement to a student whose attendance or application at school has been of such an unsatisfactory character that the granting of a Record of School Achievement would not, in the opinion of the Authority, be justified.
4. Records of School Achievement are to be granted in the manner determined by the Authority.

HSC MINIMUM STANDARD – NUMERACY AND LITERACY

All students sitting HSC examinations in or after 2021 will need to meet a minimum standard of literacy and numeracy to receive the Higher School Certificate. Literacy and numeracy skills are key for success in everyday life. Achieving the HSC minimum standard means students will have a level of skills necessary for success after school. Students show they have met the HSC minimum standard by passing online tests of basic reading, writing and numeracy skills needed for everyday tasks. The minimum standard online tests are not based on NAPLAN.

For more information: <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>

INTRODUCTION TO ASSESSMENT IN THE YEAR 11 HSC COURSE

This handbook provides an outline of the campus-based assessment program for the Year 11 HSC courses offered in 2024. Students and parents should ensure that they understand the procedures, programs and implications of the materials presented.

Year 11 course assessment tasks will not be used in determining the final HSC assessment mark provided to the NSW Education Standards Authority (NESA) by the school. Year 12 HSC assessment tasks will be used for this purpose. Year 11 course assessment tasks will be used to ascertain whether the courses have been satisfactorily completed. VET courses will have competencies completed in Year 11 which contribute to the final results. Year 11 grades will appear on a student's ROSA.

See NESA website for more information: <http://educationstandards.nsw.edu.au/wps/portal/nesa/home>. NESA and The Entrance Campus place a strong emphasis on the assessment program. Students should endeavour to do their best in every assessment task. Students who are not making a serious attempt in their courses will be interviewed by Head Teachers and/or the Deputy Principal to make them aware of the requirements and consequences.

WHAT IS ASSESSMENT?

Assessment is the process of identifying, gathering and interpreting information about a student's learning. The key purposes of assessment in the Higher School Certificate are to provide information on student achievement and progress in each course in relation to the syllabus standards and to report on the standard of performance attained at the end of the course. The feedback given to students and parents is a valuable source of information on the effectiveness of student work practices, how student performance can be improved and the appropriateness of course selections.

The standards-referenced assessment approach allows students to be assessed and reported against specified standards that are established for each course. A standards-referenced approach is an effective method of providing information to students about what they are expected to learn and the standards against which they will be assessed.

ELIGIBILITY FOR THE YEAR 11 HSC COURSE

To be eligible for the award of the Year 11 HSC and progress into the Year 12 HSC year, students must:

- Have satisfactorily completed courses which comprise the pattern of study required by NESA – 6 courses/12 units, including English, in Year 11.
- Make a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks in each of the courses undertaken.
- Sit for and make a serious attempt at examinations.
- Attend all scheduled lessons. TEC, in accordance with Department of Education guidelines, expects a minimum attendance record of 90% or above.

SATISFACTORY COMPLETION OF A COURSE

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

- Followed the course developed or endorsed by NESA.
- Applied himself or herself with diligence and sustained effort to **ALL** of the set tasks and experiences provided in the course, including classwork, assessments, projects, revision, homework and compulsory excursions.
- Achieved some or all of the course outcomes.
- Made a genuine attempt at assessment tasks which contribute in excess of 50% of the available marks in each of the courses undertaken. It is emphasised that completion of assessment tasks worth exactly 50% is not sufficient; tasks worth in excess of 50% must be attempted. Furthermore, the student must fulfil the **course completion criteria** and make a genuine attempt to complete the course requirements. It is a matter for the teacher's professional judgement to determine whether a student has made a genuine attempt to complete the requirements. Just completing the Multiple Choice Section of an examination is not considered as making a serious attempt.

ATTENDANCE AND EFFORT

School and class attendance is vital for students to satisfactorily meet course outcomes. Students who have a poor record and/or pattern of attendance maybe required to prove to the Principal's satisfaction, following a review of their performance, that they are meeting the course completion criteria referred to above.

Year 11 HSC courses are generally defined as being of 120 hours duration; students who fail to attend classes regularly and do not complete all coursework and assessment work are at risk of an N determination award in one or more courses and will thus be unlikely to attain a Year 11 HSC. As a guide, every student should maintain an attendance rate above 90% for whole days and for every course. The Principal may also judge that insufficient effort has been made by a student which may result in the non-awarding of credentials. Insufficient effort may be reflected in poor classwork, a lack of homework, negative attitude, truancy as well as non-serious attempts at tasks or a failure to complete mandatory Work Placement for some VET Courses.

N DETERMINATION AWARDS – NON-COMPLETION OF A COURSE

The NSW Education Standards Authority (NESA) has delegated to Principals the authority to determine if students at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

For post-compulsory students (17 years of age), Principals may determine an appropriate attendance pattern(s) that will allow each student to achieve the outcomes of each course being studied.

While NESA does not stipulate attendance requirements, Principals may determine that, because of absence, the course completion criteria may not be met. Clearly, absences will be regarded seriously by Principals who must give students early warning of the consequences of such absences. Warning letters must relate the student's absence to the non-completion of course requirements.

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

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

A student may be given a non-completion N determination because of failure to complete tasks which contribute in excess of 50 percent of the final assessment marks in a course.

If a student is at risk of not meeting the requirements and/or of not satisfactorily completing a course, a warning will be given to indicate that the student may be in danger of “non-completion” of a course/s. This is called an N determination warning and the student will be at risk in that course/s and may not be awarded the Year 11 HSC.

The campus will:

- a. advise the student in writing (with the letter registered in the campus’s mail system) in time for the problem to be corrected and for the student to be able to redeem themselves
- b. advise the parent or guardian in writing if the student is under 18 (this will usually be in the same letter as set out in above)
- c. request from the student/parent or carer a written acknowledgment of receipt of the warning letter.

The campus views this component very seriously. Students who are not making a serious attempt in their courses will be interviewed by Head Teachers and/or the Deputy Principal to make them aware of the requirements and consequences. An Improvement Program may be used to assist the student in ‘catching up’, however, continued non-participation in learning could lead to the issuing of an Unsatisfactory Participation in Learning letter for a post-compulsory aged student and an N determination in one or more courses. More importantly, this may then lead to withdrawal of the student’s enrolment in a course/s. This may deem the student ineligible to qualify for an HSC. Where a number of N Award warnings have accumulated across different courses, withdrawal of the student’s enrolment at The Entrance Campus is a real and possible outcome. It is a requirement for students to redeem their N Award warning notifications by completing all required work as soon as possible after the notification; no marks will be awarded but the student may be able to demonstrate achievement of outcomes, receive feedback on their demonstrated learning and achieve full course completion.

Support is available to students to resolve N Award warnings. This may be in the format of learning support if requested by students or at additional sessions outside class hours negotiated with the classroom teacher. The library is also available for Tuesday afternoon tutorials.

GRADES

A standards-referenced approach is used to report student achievement.

Achievement standards are based on what students are expected to learn and how well they have achieved.

The NSW syllabuses state what students at each stage are expected to learn.

The Entrance Campus uses A to E grade scales to describe how well students have achieved. Teachers make professional on-balance judgements to decide which grade description best matches the standards their students have achieved.

For more information: <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/awarding-grades>

NOTE: ALL STUDENTS IN NSW MUST SATISFACTORILY COMPLETE THE “ALL MY OWN WORK” MODULE AND STICK TO ITS RULES IN ORDER TO SIT FOR THE HSC.

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-all-my-own-work>

DISABILITY PROVISIONS

Being a senior campus, it is crucial that a comprehensive examination support service is offered to students. For both internal and external examinations, eligible students are entitled to one or more of the following provisions: separate small group supervision, reader, writer, extra time and rest breaks. The Learning Enrichment Team is responsible for determining and approving disability provisions for all school-based assessment tasks. This includes liaising with parents and teachers through a student's Individual Education Plan and conducting NESAs approved screening tests.

For students requiring a reader and/or writer in examinations, it is their responsibility to source the relevant support personnel. There are certain qualities recommended by NESAs for readers and/or writers. The Entrance Campus also require these volunteers to have a WWCC. An information letter containing this information is distributed to these students prior to their first formal examination period.

At the commencement of Term Four, applications are made to NESAs for 'disability provisions' in the Higher School Certificate. The *Disability Discrimination Act 1992* and the *Disability Standards for Education (2005)* require the NSW Education Standards Authority (NESAs) to ensure that students with a disability are able to access and respond to an examination. NESAs may approve disability provisions for the Higher School Certificate examinations if a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from reading the examination questions; and/or communicating his or her responses.

Detailed information about disability provisions can be found at:
<http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/disability-provisions>

PROCEDURES FOR ASSESSMENT

1. Students should refer to the **assessment schedules and calendar** that are contained in this Assessment Schedule and Policy handbook and make a note of each of the tasks required of them. This includes dates for the Year 11 HSC Examinations.
2. Teachers will give students at least **14 calendar days written notice of the details of an assessment task**. This notice will include; due date, task number, task weighting, timing, outcomes assessed, description of the nature of the task, marking criteria and feedback to be provided. Students are to do their OWN work (except where directed by the teacher). Students will be required to sign to acknowledge that they have received every assessment task notification, submitted the task and received mark, rank and feedback. Refusing to sign for a task is also not deemed an acceptable excuse. If a student is away from school on the day a task is given out, it is their responsibility to approach their teacher to determine if any tasks were notified during their absence. This includes but not limited to: Work Placement, sport and excursions. Students must complete all work given in their absence. If students are absent from class it is their responsibility to catch up on missed work. Content taught in class could be assessed in formal assessment tasks.
3. Dates for the **Year 11 HSC Examinations** are firmly set in place:
 - i. Students who are unable to complete an examination should contact the campus immediately in the case of illness/misadventure and complete the necessary paperwork. It is expected that students will hand in/sit the task on the first day that they return to school unless another date has been previously approved by the DP.
 - ii. **Absence due to family holidays is not deemed to be an acceptable reason for missing examinations.** It is expected that families take note of the advertised dates and avoid interruptions to student learning and assessment.
 - iii. Refusing to sign for a task is also not deemed an acceptable excuse.
4. Consideration for an **Extension** will only be given to a student who completes and submits the Extension Request Form (Appendix 1) **to the Deputy Principal one day prior to the date the assessment task is due**. Supporting documents need to be attached to the Extension Request Form including Statutory Declaration, Medical Certificate, Evidence of Excursion or School Excursion or other.

An extension **may** include but is not limited to:

- Representing the College or campus on the day the task is due (leadership, sport, academic),
- Work Placement or Work Experience on the day the task is due,
- Other extracurricular activities on the day the task is due (e.g. School Business, Excursions etc.),
- Approved leave from school on the day the task is due.

Where possible, the assessment task should be submitted on the day prior to the leave or in the case of an in-class task, students will be advised of the alternative time/place/task if an extension has been granted. **It is the student's responsibility to communicate with teachers and arrive at the best solution.** The granting of a possible concession is at the discretion of the Principal. An alternative arrangement will be negotiated.

5. On occasions, students may come to a course at a later stage, for example if they change schools. Depending on the timing, students may be required to complete additional or alternate assessment tasks to demonstrate their ability to achieve course outcomes. Consideration may be given to assessment tasks completed at a previous school. This should be planned and agreed upon when the student commences the course in writing.
6. **Illness/Misadventure Checklist:**
If a student has a valid reason for not submitting an assessment task or sitting an examination on the due date the student must:
 - Notify the school on or before the due date in writing/in person;OR

- Phone the school; and, provide the following information:
 - ✓ Name
 - ✓ Assessment task details
 - ✓ Course
 - ✓ Course teacher, and
 - ✓ Details of the illness/misadventure/extension.

On the first day the student returns to school the student must:

- **ALL PAPERWORK FOR ILLNESS/MISADVENTURE MUST BE SUBMITTED WITHIN 5 SCHOOL DAYS OF THE TASK DUE DATE.**
- Hand in assessment tasks must be submitted. It is expected that students will hand in/sit the task on the first day that they return to school unless another date has been previously approved by the DP.
- In the case of a missed examination/s or in class task, the completion of the task must occur on the first day the student returns (or as negotiated with the Head Teacher of the faculty.)
- Report to the class teacher or Head Teacher of the course immediately to complete an Illness/Misadventure Request Form (Appendix 2). The form is also available at the front office or campus website. **All paperwork for Illness/Misadventure must be submitted within 5 school days of the task due date.**
- Hand in a Doctor's Certificate or evidence of the misadventure, such as a Statutory Declaration, to confirm the reasons for absence from a task.
- The student may also request special consideration if they feel genuinely disadvantaged by circumstances. This will require evidence and will be subject to the approval of the Head Teacher of that faculty and the Deputy Principal.
- No incorrect or incomplete Illness/Misadventure request form will be accepted for consideration.

If more than one assessment task is due, students must complete one form for each course/task.

Students who miss a task will receive zero (0) marks until the task is completed and the Illness/Misadventure Request Form is submitted along with a valid reason and supporting evidence that applies to the date of the task. Only then will the illness/misadventure be considered. This illness/misadventure will be reviewed at the completion of the assessment program. If upheld, marks may be adjusted as determined by the Assessment Review Team. This may include but not limited to, giving the student an estimate, an adjusted task, an adjustment based on like tasks, ranks, z-scores or moderated marks. In most cases students will be given an alternate task. This may have an impact on other student's cumulative ranks. All Illness/Misadventure paperwork must be submitted within 5 school days (7 calendar days) of the task due date.

7. Unforeseen Circumstance

In the event of a circumstance occurring during an assessment or examination out of student or staff control such as but not limited to; fire, flood, fire alarm, blackout, staff/student medical episode.

Students should submit an Illness/Misadventure Request Form. In the case of unforeseen circumstance, a student/s mark and rank could be decided on one of the following:

- i. Principal discretion (estimate compared to a like task or maintain rank)
- ii. Alternate task
- iii. Re-do a section/s of the task

8. If a task is due to be **handed in on a certain day**, then normally it would be handed in during the lesson. In some cases the task may be due on a day when the class is not scheduled. Specific instruction about the time of submission will be communicated in writing on the Assessment Notification. Tasks submitted after this time will be given zero marks. Note that tasks should be handed in to the class teacher or the Head Teacher with name and date of submission clearly marked on it. Assessment Tasks are not to be given to office staff or another teacher. Students are required to sign when handing in a task.

If the school is operating as in a remote learning environment, and work is to be submitted via Google Classroom, students have until 11:59pm for submission on the due date unless alternate submission instructions have been written on each task notification.

9. **Students found to be completing assessment tasks by:**

- non-attendance at scheduled classes during the day;
- working on tasks during other course lessons;
- deliberate absence/s from the campus; or
- working on tasks in collaboration with other students,

will be interviewed by the Deputy Principal and may receive a mark of zero (0) for all or parts of the task/s.

10. **Excursions:**

Some course rules require students to undertake compulsory field studies. Other course assessment schedules link assessment tasks to excursions and special study days. ***In the case of absence from such activities, the student must complete an Illness/Misadventure Request Form and arrange to complete the task.*** The granting of a possible concession in such a case is at the discretion of the Principal. This concession may take the form of a report submitted on the basis of consultation after negotiation with the class teacher and Head Teacher.

11. **What is Malpractice?**

Malpractice is dishonest behaviour by a student that gives them an unfair advantage over others. It includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own
- sharing questions from examination or in class assessment tasks
- using material directly from print or digital mediums without reference to the source
- building on the ideas of another person without reference to the source
- plagiarism such as buying, stealing or borrowing another person's work and presenting it as your own
- submitting work that another person, such as a parent, tutor or subject expert, has contributed to substantially
- using words, ideas, designs or the work of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- cheating in an in-class assessment/examination, including having access to mobile devices
- using non-approved aids during an assessment task
- providing false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

Malpractice in school-based assessment is a serious offence. It distorts legitimate measures of a student's achievements by advantaging the individual, and disadvantaging other students. **The honesty of students** in completing assessment tasks, and of teachers and others in guiding students, underpins the integrity of the Higher School Certificate and school-based assessment processes.

AI (Artificial Intelligence):

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 that may include the Classroom Teacher and/or the faculty Head Teacher and/or the Deputy Principal.

Malpractice or cheating in assessment tasks during examinations:

Any breach of examination rules will be reported to the Principal. Candidates are not permitted to take with them into the examination room any books, notes, paper or material other than the approved material aids, e.g. calculators which must be supplied by candidates for specialised courses. Mobile phones or smart devices (watch) are not permitted in examinations. Candidates must not remove any scripts (including unused booklets) from the examination room. They must not communicate with other candidates for any reason.

After investigation of a reported breach of examination rules, the Principal may cancel the candidate's papers in the course, or in all courses. Where a paper is cancelled, a mark of zero (0) will be recorded.

Other assessment tasks:

The above procedure will apply to all Higher School Certificate Assessment Tasks. Students may lose marks where malpractice, cheating or plagiarism has occurred. **All tasks are required to be the student's original and own work.** Work copied from another source or another student will be treated as plagiarism. The Principal may cancel the candidate's submission for the task, in which case a zero mark will be recorded for purposes of determining the cumulative assessment.

The penalty may be zero (0) marks, a mark reduction or cancellation of the assessment task concerned as determined by the Assessment Review Team, comprising of the Principal, a Deputy Principal and a Head Teacher. Therefore, the student may be ineligible for the course to appear on the Higher School Certificate. The candidate may be ineligible for the award of a Higher School Certificate. Names will also be included on the NESA Malpractice Register.

12. **Non-serious attempts** at a task or examination may lead to zero marks being recorded. Students will be interviewed by a Deputy Principal whereby the outcome may result in removal from a course or the need to repeat a course to demonstrate satisfactory course completion. In all cases where work is deemed a non-serious attempt, students will be required to redo the task or examination to demonstrate successful course completion and receive meaningful feedback on performance.

13. **Use of electronic means for preparation and submission of assessment tasks:**

If students are instructed to use this medium to prepare or submit assessment tasks, then they must ensure that appropriate backup copies and hard copies are kept well in advance of the due date. Failure of technology (e.g. corrupt files, computer crashes, printer failure) without ample evidence of the stages of the "lost" work, is not an acceptable reason for late or non-submission. If a task is submitted by email or on Google Classroom, it is the student's responsibility to ensure that any attachment has been received and accepted by the class teacher by the due date, or on the due date at the required time stated in the task notification (unless required to submit in a timetabled lesson earlier in the day).

14. **Feedback on performance:**

Students will receive detailed feedback on all assessment, including tasks and examinations from teachers about how their knowledge, understanding and skills are developing in relation to the syllabus outcomes and content being addressed and how to improve their learning. Students will also receive their ranking for the assessment task as well as their current overall (cumulative) rank. Students are required to sign as confirmation of receipt.

15. **Appeals on Assessment Tasks:**

If a student feels that his or her mark or rank in an assessment task is incorrect, then they should firstly approach the teacher or Head Teacher concerned. If the situation is not resolved satisfactorily, the student may appeal to the Campus Assessment Review Panel for a review of the process. This must be done within 5 school days of receiving marks. Students should speak to the Deputy Principal as soon as possible regarding any concerns with this issue.

Students will be provided with their final course rank after the completion of the final school based HSC assessment task. They will have received prior indication of their cumulative internal rank during the course. This is in addition to any other feedback provided by teachers after the marking of individual assessment tasks.

An appeal mechanism is available to students at the end of Year 12 if their order of merit (rank) differs significantly from expectations they may have from feedback on their performance on assessment tasks throughout the course. An appeal form must be complete to lodge an appeal (Appendix 3).

Appeals are not to be based on the teacher's judgements of the worth of individual tasks. The only grounds for appeal are:

- i. prescribed weightings were not followed
- ii. the procedures indicated by the school were not followed
- iii. clerical or computational errors occurred.

16. Plagiarism:

- copying any material from books, journals, study notes or tapes, the web, Artificial Intelligence, the work of other students, or any other source without indicating this by quotation marks or by indentation, italics or spacing and without acknowledging that source by footnote or citation
- rephrasing ideas from books, journals, study notes or tapes, the web, Artificial Intelligence, the work of other students or any other source without acknowledging the source of those ideas by footnotes or citations
- unauthorised collaboration with other students that goes beyond the discussion of general strategies or other general advice.

Plagiarism is not only related to written works, but also to material such as data, images, music, formulae, websites and computer programs.

Penalties for Plagiarism:

Should a student plagiarise the following penalties may apply:

- an interview with the Deputy Principal
- resubmission of the work to demonstrate satisfactory achievement of outcomes
- a mark of **zero** may be given
- should a student choose not to resubmit their work the task will be considered a **NON-ATTEMPT**
- aiding another student to plagiarise is also a violation of the Plagiarism Policy and will involve a penalty of loss of marks.

The following guidelines will help you to avoid plagiarism:

- be familiar with the style of acknowledgement required
- write the source of any notes or copies you make from any document or electronic sources such as the internet. The habit of copying verbatim from a source as you read is dangerous. It is easy to forget that the notes you make are verbatim and to later write them into an essay or report. Keep details of your sources throughout the course of your research. Unintentional plagiarism is often the result of poor study methods
- sources that must be acknowledged include those containing the concepts, experiments or results from which you have extracted or developed your ideas, even if you put those ideas into your own words
- always use quotation marks or some other acceptable form of acknowledgment when quoting directly from a work. It is not enough merely to acknowledge the source
- be aware of the rules regarding group work and collaboration. Collaboration (appropriately acknowledged) is permitted in the case of team or group projects. It is also permitted in the more general case when the collaboration is limited to the discussion of general strategies or help of a general nature. If you have any doubt about what constitutes authorised and unauthorised collaboration, seek advice from your teacher
- keep a copy of your working papers to assist you, in case you ever need to answer an allegation of plagiarism.

Acknowledging source materials:

For each book used, list:

- The name and initials of the author/s.
- The date of publication (in parentheses).
- The full title of the book (in italics).
- The publisher.
- Where the book was published.

- The page number/s.

For example: Deever, A B (2000), *Disasters of the Twentieth Century*, Macmillan Publishers Australia, Melbourne, pages 9- 20.

For each journal article used, list:

- The names and initials of the author/s.
- The date of publication (in parentheses).
- The title of the article (in inverted commas).
- The name of the journal in which the article was published (in italics).
- The volume number of the journal.
- The page number/s of the article in the journal.

For example: Morgan C H (2001), "Climatic change effects in the Gippsland Lakes region of Victoria", in *Journal of Australian Climatology*, Vol. 1, August, page 15.

For each newspaper article used, list:

- The author's name.
- The title of the article in inverted commas.
- The name of the newspaper in italics.
- The date of publication.
- The page number.

For example: Forsythe, Joan, "Sacred site under threat from tourists", *The Australian*, 2 May 2000, pg5.

When referencing material found on the Internet, list:

- The author's name.
- The full title of the material (in inverted commas).
- The document date (if known).
- The full URL.
- The date of the visit.

For example: Livre, Joe, "The nation-state is dead", 14 July 2000, www.democracy.com/nations/, visited on 02 March 2013.

17. Appeal:

If through an appeal a problem is found with the assessment task the school will seek advice from NESA and may consider options such as providing an alternative task, moderating marks against another task such as the Year 11 HSC Examination, changing the weightings of the task, or re-sitting the same task again.

18. Students Studying Life Skills Courses:

Assessing student achievement is the process of collecting information on student performance in relation to the knowledge and skills objectives of the course and the related outcomes. Within the Stage 6 Life Skills courses, the individual transition-planning process will determine the educational priorities for each student, from which modules and outcomes are studied and content covered. The content points listed with each outcome not only form the basis of the learning opportunities for students, but also provide examples of assessable activities on which teacher judgement will be based.

Assessment should take account of the individual ways that students demonstrate achievement of syllabus objectives and outcomes based on the content covered in the course. To cater for such individuality, a range of assessment materials should be used, appropriate for the outcomes to be measured, and relevant to students' capabilities. Such assessment instruments may include:

- observation of participation
- observation of performance of practical activities
- work experience reports
- oral reports and presentations
- group work
- journal writing
- written tasks.

Evidence of achievement of module outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess achievement at particular points.

Students may demonstrate achievement of outcomes across a range of situations or environments including the school, home, community and workplace. Assessment should reflect the student's ability to generalise the knowledge, skills, and values and attitudes to a range of adult environments.

Students entered for Life Skills courses may achieve the designated outcomes independently or with support. The type of support will vary according to the particular needs of the student and the requirements of the task. Examples of support may include:

- the provision of extended amounts of time
- physical and/or verbal assistance from others
- the provision of technological aids
- adjustments to the environment based on the specific needs of individual students.

Provision has been made in the Profile of Student Achievement for teachers to record where an outcome has been achieved independently or with support, and to list the most relevant examples of syllabus content that demonstrate achievement towards particular outcomes.

THE HIGHER SCHOOL CERTIFICATE

Students and parents should note that the Year 12 HSC Courses begin in Term 4 of 2024 with work and results counting towards the HSC. Parents should note that assessment tasks for the HSC are scheduled in Term 4 2024 as well as in 2025. Details will be given out in the Year 12 HSC Assessment Schedule and Policy at the commencement of Term 4 2024.

Students and parents must be aware that the HSC is 'standards-referenced'. This means that a student's performance is compared to established standards.

The standards are available to students in the Performance Bands which can be obtained from your teacher, the Syllabus and the NESA website <http://educationstandards.nsw.edu.au>.

Upon successful completion of the HSC Courses, students will receive various documents from The Entrance Campus and the NSW Education Standards Authority.

The Entrance Campus will provide:

- Reports for the Mid Course and End of Course assessment period. These reports will contain examination marks, current assessment rankings, and comments on the student's progress as well as an indication of the student's level of achievement of course outcomes. Absences (explained, unexplained and partial) as well as meeting uniform requirements will also be reported.
- A student reference will be provided at the conclusion of the Year 12 course.

The NSW Education Standards Authority will provide:

- The HSC Testamur or Certificate.
- A summary of results achieved along with an indication of the Performance Band that reflects the student's level of achievement of the outcomes in each course.
- Course reports which will show the Examination mark, a moderated Campus based assessment mark, the HSC Mark (a combination of the 2 previous marks) and a description of the typical performance of students in each Band.

USEFUL WEBSITES

Support for Study

- <https://hschub.nsw.edu.au/>
- <https://www.boredofstudies.org/>
- <https://quiz.nesa.nsw.edu.au/home>
- <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/resources/hsc-exam-papers>
- <https://www.uac.edu.au/future-applicants/atar>
- <https://highschoolnotes.com.au/>
- <https://libguides.csu.edu.au/HSC>
- <https://www.smh.com.au/topic/hsc-study-guide-2023-6fxx>

NSW Education Standards Authority

- <https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

The Entrance Campus – Assessment Booklet

- <https://thentrance-h.schools.nsw.gov.au/>

Assessment Certification Examination (ACE) – Assessment support

- <https://ace.nesa.nsw.edu.au/>

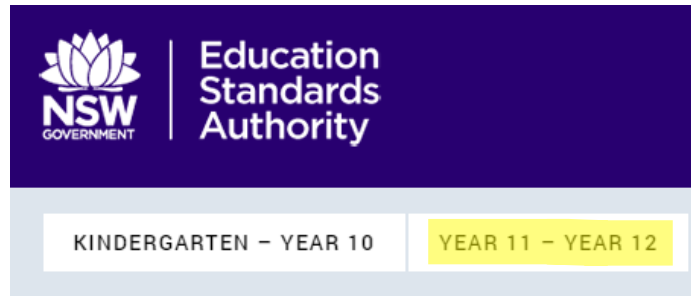
**Try searching
each of the university
websites as they have
helpful tips and guides**

HOW TO BEST PREPARE FOR LEARNING IN YEAR 11

Step 1: Visit the NSW Education Standards Authority (NESA) website.

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/home>

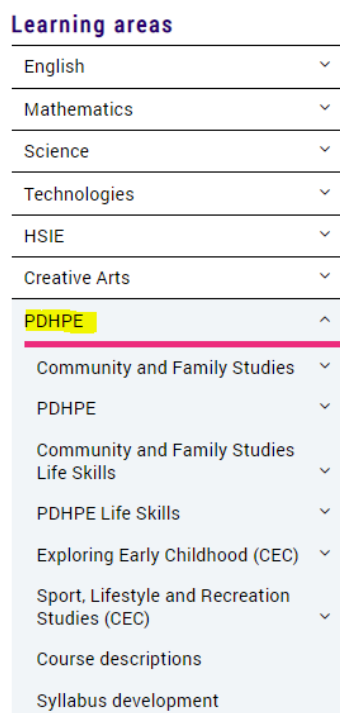
Step 2: Click on the tab 'Year 11 and 12'.



Step 3: Click on 'Learning Areas' (top left-hand side).

Learning Area	Courses
English	All English courses
Mathematics	All Mathematics courses including Numeracy
Science	All Science courses
Technologies	IT Timber, Food Technology, Textiles and Design, Design and Technology, Engineering Studies
HSIE	Society and Culture, Business Studies, Geography, Modern and Ancient History, Legal Studies, Aboriginal Studies, Work Studies
Creative Arts	Dance, Drama, Music, Visual Arts, Photography
PDHPE	PDHPE, CAFS, SLR, Exploring Early Childhood
Languages	All language courses
VET	All VET courses

Step 4: Select a learning area. For example, PDHPE.



Step 5: Select a course. For example, Community and Family Studies (CAFS).

Learning areas

- English
- Mathematics
- Science
- Technologies
- HSIE
- Creative Arts
- PDHPE
- Community and Family Studies**
- Performance band descriptions
- Assessment and reporting
- Youth resources
- Version log
- PDHPE
- Community and Family Studies Life Skills
- PDHPE Life Skills
- Exploring Early Childhood (CEC)
- Sport, Lifestyle and Recreation Studies (CEC)
- Course descriptions
- Syllabus development

COMMUNITY AND FAMILY STUDIES STAGE 6 SYLLABUS (2016)

Print Download Share >

This course provides students with the opportunity to develop their understanding of the diverse nature and interdependence of families and communities within Australian society. It helps students to plan and manage resources effectively in order to address contemporary issues facing families and communities.

Read the full [Community and Family Studies course description](#).

Read the [version log for Community and Family Studies Stage 6](#) syllabus and assessment changes.

COVID-19 update

There are changes to assessment requirements for this subject for the 2021 HSC. These changes affect the published Assessment and Reporting requirements. Please ensure you follow the school-based assessment advice for the 2021 HSC.

Syllabus

DOWNLOAD PDF (PDF, 55 pages, 548 KB)
Community and Family Studies 11–12 Syllabus
PDF format

DOWNLOAD WORD (Word, 55 pages, 305KB)
Community and Family Studies 11–12 Syllabus
Word format

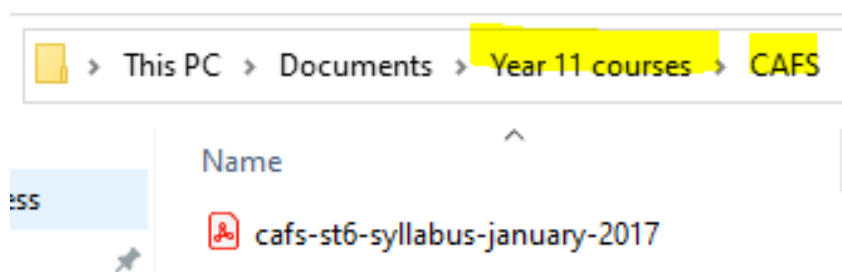
Step 6: Download syllabus.

Syllabus

DOWNLOAD PDF (PDF, 55 pages, 548 KB)
Community and Family Studies 11–12 Syllabus
PDF format

DOWNLOAD WORD (Word, 55 pages, 305KB)
Community and Family Studies 11–12 Syllabus
Word format

Step 7: Save to a USB. See example for student A.



Step 8: Repeat this process for all of your 6 courses.

Step 9: Read each of your course syllabuses and become familiar with:

i) Course structure.

6 Course structure

The *Community and Family Studies Stage 6 Syllabus* includes two 120-hour courses. The Preliminary course consists of three mandatory modules. The HSC course consists of three core modules representing 75 percent of course time. An options component representing 25 percent of course time includes three modules of which students are to study only one.

Preliminary course modules (100% total)	HSC course core modules (75% total)
<p>Resource Management</p> <ul style="list-style-type: none"> Basic concepts of resource management. Indicative course time: 20% <p>Individuals and Groups</p> <ul style="list-style-type: none"> The individual's roles, relationships and tasks within and between groups. Indicative course time: 40% <p>Families and Communities</p> <ul style="list-style-type: none"> Family structures and functions, and the interaction between family and community. Indicative course time: 40% 	<p>Research Methodology</p> <ul style="list-style-type: none"> Research methodology and skills culminating in the production of an Independent Research Project. Indicative course time: 25% <p>Groups in Context</p> <ul style="list-style-type: none"> The characteristics and needs of specific community groups. Indicative course time: 25% <p>Parenting and Caring</p> <ul style="list-style-type: none"> Issues facing individuals and groups who adopt roles of parenting and caring in contemporary society. Indicative course time: 25% <hr/> <p style="text-align: center;">HSC course option modules (25% total) Select one of the following options:</p> <p>Family and Societal Interactions</p> <ul style="list-style-type: none"> Government and community structures that support and protect family members throughout the life span. Indicative course time: 25% <p>Social Impact of Technology</p> <ul style="list-style-type: none"> The impact of evolving technologies on individuals and lifestyle. Indicative course time: 25% <p>Individuals and Work</p> <ul style="list-style-type: none"> Contemporary issues confronting individuals as they manage roles within both family and work environments. Indicative course time: 25%

ii) Modules/topics. This will look different for each course.

Students learn about:	Students learn to:
<p>fundamental concepts of resource management</p> <p>wellbeing</p> <ul style="list-style-type: none"> defining wellbeing factors affecting wellbeing <ul style="list-style-type: none"> emotional economic cultural physical spiritual social <p>individual and group wellbeing</p> <p>needs and wants</p> <ul style="list-style-type: none"> defining needs and wants specific needs <ul style="list-style-type: none"> adequate standard of living (food, clothing, shelter) health education employment safety and security sense of identity Maslow's hierarchy <ul style="list-style-type: none"> satisfaction of needs and wants <ul style="list-style-type: none"> goal setting enhancing wellbeing 	<ul style="list-style-type: none"> explore the concept of wellbeing by considering the following questions: <ul style="list-style-type: none"> what is the opposite to wellbeing? how do people describe wellbeing? why might there be different understandings of wellbeing? analyse the relationship between the factors and explain how they can impact on wellbeing discuss the effect that their own wellbeing can have on the wellbeing of the groups to which they belong <ul style="list-style-type: none"> describe each of the specific needs and compare the significance of each to different individuals <ul style="list-style-type: none"> critique Maslow's hierarchy and debate its relevance and validity after considering contemporary views on human needs outline a specific need that is significant to them and explain how goal setting can contribute to the satisfaction of that need

iii) **Assessment and reporting guidelines** for each of your courses. You will find this directly underneath where you downloaded each of your syllabuses.

Assessment and examination materials

[Assessment and reporting in Community and Family Studies Stage 6](#)

[Sample writing booklet](#)
(PDF, 8 pages, 93 KB)

[Years 11–12 Assessment advice](#)

[Performance band descriptions](#)

[Common grade scale for Preliminary courses](#)

[Standards materials](#)

[HSC examination rubrics](#)

School-based assessment requirements

Year 11

NESA requires schools to submit a grade based on student achievement for each Year 11 candidate in a course.

The components and weightings for Year 11 are mandatory.

Component	Weighting
Knowledge and understanding of course content	40%
Skills in critical thinking, research methodology, analysing and communicating	60%

The Year 11 formal school-based assessment program is to reflect the following requirements:

- three assessment tasks
- the minimum weighting for an individual task is 20%
- the maximum weighting for an individual task is 40%
- only one task may be a formal written examination.

**For Category A courses, your one formal examination will be the end of course Year 11 HSC Examinations in Week 10 of Term 3.*

COURSES BY FACULTY

Faculty	CAPA	ENGLISH	HSIE	MATHS	PDHPE	SCIENCE	TAS	VET
Courses	<ul style="list-style-type: none"> ✓ Dance ✓ Drama ✓ Music ✓ Photography, Video & Digital Imaging ✓ Visual Arts 	<ul style="list-style-type: none"> ✓ English Advanced ✓ English Standard ✓ English Studies 	<ul style="list-style-type: none"> ✓ Aboriginal Studies ✓ Ancient History ✓ Business Studies ✓ Geography ✓ Legal Studies ✓ Modern History ✓ Society & Culture ✓ Studies of Religion II 	<ul style="list-style-type: none"> ✓ Mathematics Advanced ✓ Mathematics Extension 1 ✓ Mathematics Standard ✓ Numeracy 	<ul style="list-style-type: none"> ✓ Community & Family Studies ✓ Exploring Early Childhood ✓ PDHPE ✓ Sport, Lifestyle & Recreation Studies 	<ul style="list-style-type: none"> ✓ Biology ✓ Chemistry ✓ Earth & Environmental Science ✓ Investigating Science ✓ Marine Studies ✓ Physics 	<ul style="list-style-type: none"> ✓ Design & Technology ✓ Engineering Studies ✓ Enterprise Computing ✓ Food Technology ✓ Industrial Technology – Timber ✓ Textiles & Design ✓ Work Studies 	<ul style="list-style-type: none"> ✓ Business Services ✓ Construction ✓ Entertainment Industry ✓ Furniture Making Pathways ✓ Hospitality Cookery ✓ Hospitality Food & Beverage ✓ Information & Digital Technology ✓ Manufacturing & Engineering - Introduction ✓ Music Industry ✓ Retail Services ✓ Visual Arts & Contemporary Craft

ASSESSMENT SCHEDULES

COURSE: ABORIGINAL STUDIES

FACULTY: HSIE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 6	Term 2 2024 Week 9	Term 3 2024 Weeks 9-10
Topic	Part I – Aboriginality and the Land Part IV – Research and Inquiry Methods: Local Community Case Study	Part II – Heritage and Identity Part III – International Indigenous Community: Comparative Study Part IV – Research and Inquiry Methods: Local Community Case Study	Part I – Aboriginality and the land Part II – Heritage and Identity Part III – International Indigenous Community: Comparative Study Part IV – Research and Inquiry Methods: Local Community Case Study
Type	Essay	Comparative Research Task	Year 11 HSC Examination
Outcomes	P1.2, P2.1, P4.1	P3.2, P4.2, P4.3	P1.3, P3.1, P3.3, P4.1, P4.3
Weighting 100%	25%	35%	40%

* Outcomes P1.1 and P2.2 will be taught throughout the teaching/learning program with formative assessment occurring in class.

COURSE: ANCIENT HISTORY

FACULTY: HSIE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 10	Term 2 2024 Week 9	Term 3 2024 Weeks 9-10
Topic	Nature of Ancient History and Investigating Ancient History: Case Studies	Historical Investigation	Features of Ancient Societies: Women Investigating Ancient History: Case Studies
Type	Scaffolded Extended Response	Research and Historical Journal	Year 11 HSC Examination
Outcomes	AH11-3, AH11-6, AH11-10	AH11-1, AH11-2, AH11-4, AH11-5, AH11-7, AH11-8	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-9
Weighting 100%	30%	30%	40%

ASSESSMENT SCHEDULES

COURSE: BIOLOGY

FACULTY: SCIENCE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 11	Term 2 2024 Week 10	Term 3 2024 Weeks 9-10
Topic	Biological Diversity and Ecosystem Dynamics	Cells as the Basis of Life	Biological Diversity and Ecosystem Dynamics Cells as the Basis of Life Organisation of Living Things
Type	Depth Study	Scientific Report	Year 11 HSC Examination
Outcomes	BIO11-1, BIO11-4, BIO11-5, BIO11-7, BIO11-10, BIO11-11	BIO11-1, BIO11-2, BIO11-3, BIO11-5, BIO11-7, BIO11-8	BIO11-5, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10, BIO11-11
Weighting 100%	30%	30%	40%

COURSE: BUSINESS STUDIES

FACULTY: HSIE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 8	Term 2 2024 Week 9	Term 3 2024 Weeks 9-10
Topic	Nature of Business	Business Planning	Business Management
Type	Research Task	Case Study	Year 11 HSC Examination
Outcomes	P1, P6, P7, P8	P3, P4, P8, P9	P2, P5, P6, P7, P8, P9, P10
Weighting 100%	20%	40%	40%

COURSE: CHEMISTRY

FACULTY: SCIENCE

Task	Task 1	Task 2	Task 3
Timing	Term 2 2024 Week 2	Term 3 2024 Week 3	Term 3 2024 Weeks 9-10
Topic	Properties and Structure of Matter	Quantitative Chemistry Reactive Chemistry	Properties and Structure of Matter Quantitative Chemistry Reactive Chemistry Drivers of reactions
Type	Topic Test	Depth Study	Year 11 HSC Examination
Outcomes	CH11-7, CH11-8	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-7, CH11-9, CH11-10	CH11-5, CH11-6, CH11-7, CH11-8, CH11-9, CH11-10, CH11-11
Weighting 100%	20%	40%	40%

ASSESSMENT SCHEDULES

COURSE: COMMUNITY AND FAMILY STUDIES

FACULTY: PDHPE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 7	Term 2 2024 Week 8	Term 3 2024 Weeks 9-10
Topic	Resource Management	Individuals and Groups	Families and Communities
Type	Short Answer Responses In Class	Research Task	Year 11 HSC Examination
Outcomes	P1.1, P1.2, P5.1, P6.1	P2.1, P2.3, P4.2, P6.2	P1.1, P1.2, P2.2, P2.4, P3.1, P3.2, P4.1, P6.1
Weighting 100%	20%	40%	40%

COURSE: DANCE

FACULTY: CAPA

Task	Task 1	Task 2	Task 3
Timing	Term 2 2024 Week 2	Term 3 2024 Week 3	Term 3 2024 Weeks 9-10
Topic	Performance	Composition	Appreciation
Type	Practical Performance and How To Video	Practical Demonstration Rationale and Informal Discussion	Year 11 HSC Examination
Outcomes	P2.2, P2.3, P2.4, P2.5	P3.4, P3.6	P4.1, P4.4
Weighting 100%	40%	30%	30%

COURSE: DESIGN AND TECHNOLOGY

FACULTY: TAS

Task	Task 1	Task 2	Task 3
Timing	Term 2 2024 Week 3	Term 3 2024 Week 5	Term 3 2024 Weeks 9-10
Topic	Designing and Producing	Designing and Producing	Designing and Producing
Type	Mini Project 1 and Folio	Mini Project 2 and Folio	Year 11 HSC Examination
Outcomes	P3.1, P4.2, P4.3, P5.1, P5.3, P6.1, P6.2	P1.1, P2.1, P2.2, P4.1, P5.2	P1.1, P2.1, P2.2, P3.1, P4.1, P4.2, P4.3, P5.2
Weighting 100%	30%	30%	40%

ASSESSMENT SCHEDULES

COURSE: DRAMA

FACULTY: CAPA

Task	Task 1	Task 2	Task 3
Timing	Term 2 2024 Week 2	Term 2 2024 Week 9	Term 3 2024 Week 10
Topic	Improvisation, Playbuilding and Acting based on Theatrical Traditions and Performance Styles	Improvisation, Playbuilding and Acting based on Theatrical Traditions and Performance Styles	Elements of Production in Performance
Type	Critical Analysis and Practical Demonstration	Performance of Playbuilding and Supporting Logbook	Submission of Practical Work and Rationale
Outcomes	P1.2, P3.1, P3.3	P1.1, P1.5, P2.1, P2.3, P2.4	P1.3, P1.4, P1.6, P2.2, P3.2
Weighting 100%	25%	35%	40%

COURSE: EARTH AND ENVIRONMENTAL SCIENCE

FACULTY: SCIENCE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 10	Term 2 2024 Week 10	Term 3 2024 Weeks 9-10
Topic	Earth's Resources	Plate Tectonics and Energy Transformations	Earth's Resources Plate Tectonics Energy Transformations Human Impacts
Type	Practical Investigation	Depth Study	Year 11 HSC Examination
Outcomes	EES 11-2, EES 11-3, EES 11-4, EES 11-5, EES 11-6, EES 11-7, EES 11-8	EES 11-1, EES 11-4, EES 11-6, EES 11-7, EES 11-9, EES 11-10	EES 11-5, EES 11-6, EES 11-8, EES 11-9, EES 11-10, EES 11-11
Weighting 100%	30%	30%	40%

COURSE: ENGINEERING STUDIES

FACULTY: TAS

Task	Task 1	Task 2	Task 3
Timing	Term 2 2024 Week 4	Term 3 2024 Week 4	Term 3 2024 Weeks 9-10
Topic	Engineering Fundamentals Engineered Products	Braking Systems Biomedical Engineering	Engineering Fundamentals Engineered Products Braking Systems Biomedical Engineering
Type	Product Analysis	Engineering Report	Year 11 HSC Examination
Outcomes	P1.2, P2.1, P4.1, P4.3	P1.1, P2.2, P3.2, P4.2, P5.1, P5.2, P6.1, P6.2	P1.2, P3.1, P3.3, P4.3
Weighting 100%	20%	40%	40%

ASSESSMENT SCHEDULES

COURSE: ENGLISH ADVANCED

FACULTY: ENGLISH

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 8	Term 2 2024 Week 8	Term 3 2024 Weeks 9-10
Topic	Common Module: Reading to Write	Module A: Narratives that Shape Our World	Common Module: Reading to Write Module B: Critical Study of Literature
Type	Reading Task – responding analytically to texts	Multimodal Task	Year 11 HSC Examination Imaginative Writing (10%) Extended Response - with notice (30%)
Outcomes	EA11-3, EA11-4, EA11-6	EA11-2, EA11-4, EA11-8, EA11-9	EA11-1, EA11-9, EA11-3, EA11-5, EA11-7
Weighting 100%	25%	35%	40%

COURSE: ENGLISH STANDARD

FACULTY: ENGLISH

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 8	Term 2 2024 Week 8	Term 3 2024 Weeks 9-10
Topic	Common Module: Reading to Write	Module A: Contemporary Possibilities	Common Module: Reading to Write Module B: Close Study of Literature
Type	Reading Task – responding analytically to texts	Multimodal Task	Year 11 HSC Examination Imaginative Writing (10%) Extended Response - with notice (30%)
Outcomes	EN11-3, EN11-4, EN11-6	EN11-2, EN11-4, EN11-8, EN11-9	EN11-1, EN11-9, EN11-3, EN11-5, EN11-7
Weighting 100%	25%	35%	40%

COURSE: ENGLISH STUDIES

FACULTY: ENGLISH

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 9	Term 2 2024 Week 9	Term 3 2024 Week 7
Topic	Mandatory Module: Achieving through English	Module F: MiTunes and Text	Mandatory Module: Achieving through English Module F: MiTunes and Text Module D: Digital Worlds
Type	Extended Responses	Multimodal Task	Collection of Classwork
Outcomes	ES11-1, ES11-2, ES11-5, ES11-8, ES11-9	ES11-3, ES11-4, ES11-6, ES11-7	ES11-3, ES11-4, ES11-6, ES11-7, ES11-9, ES11-10
Weighting 100%	30%	30%	40%

ASSESSMENT SCHEDULES

COURSE: ENTERPRISE COMPUTING

FACULTY: TAS

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 9	Term 2 2024 Week 8	Term 3 2024 Weeks 9-10
Topic	Principles of Cyber Security	Interactive Media and the User Experience Networking Systems and Social Computing	Principles of Cyber Security Interactive Media and the User Experience Networking Systems and Social Computing
Type	Research Report	Project	Year 11 HSC Examination
Outcomes	EC-11-03, EC-11-06, EC-11-07	EC-11-01, EC-11-08, EC-11-09, EC-11-11	EC-11-01, EC-11-02, EC-11-04, EC-11-05, EC-11-07, EC-11-10
Weighting 100%	20%	40%	40%

COURSE: EXPLORING EARLY CHILDHOOD

FACULTY: PDHPE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 8	Term 2 2024 Week 8	Term 3 2024 Week 7
Topic	Pregnancy and Childbirth	Child Growth and Development Promoting Positive Behaviour	Play and the Developing Child
Type	Information Pack	In Class Test	Design a Play Activity
Outcomes	1.1, 2.1, 5.1, 6.1	1.2, 1.3, 2.2, 3.1, 4.1, 4.3	1.4, 2.3, 2.4, 6.2
Weighting 100%	30%	35%	35%

* Outcome 1.5 & 4.2 will be taught throughout the teaching/learning program with formative assessment occurring in class.

COURSE: FOOD TECHNOLOGY

FACULTY: TAS

Task	Task 1	Task 2	Task 3
Timing	Term 2 2024 Week 4	Term 3 2024 Week 4	Term 3 2024 Weeks 9-10
Topic	Food Availability and Selection Nutrition	Nutrition Food Quality	Food Availability and Selection Nutrition Food Quality
Type	Research and Practical	Practical, Research and Evaluation	Year 11 HSC Examination
Outcomes	P1.1, P1.2, P4.2, P3.1, P4.3, P5.1	P2.1, P2.2, P3.2, P4.1, P4.4	P1.1, P1.2, P2.1, P2.2, P3.1, P4.3, P5.1
Weighting 100%	30%	40%	30%

ASSESSMENT SCHEDULES

COURSE: GEOGRAPHY

FACULTY: HSIE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 9	Term 2 2024 Week 9	Term 3 2024 Weeks 9-10
Topic	Earth's Natural Systems Human Environment	Geographical Investigation	Earth's Natural Systems People, Patterns, Processes Human Environment
Type	Source Based Response	Geographical Investigation	Year 11 HSC Examination
Outcomes	GE-11-01, GE-11-02, GE-11-09	GE-11-06, GE-11-07, GE-11-08, GE-11-09	GE-11-01, GE-11-02, GE-11-03, GE-11-04, GE-11-05, GE-11-06, GE-11-07, GE-11-08, GE-11-09
Weighting 100%	30%	30%	40%

COURSE: INDUSTRIAL TECHNOLOGY – TIMBER

FACULTY: TAS

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 8	Term 3 2024 Week 4	Term 3 2024 Weeks 9-10
Topic	Design, Management and Communication Production	Design, Management and Communication Production	Industry Study Industry Related Manufacturing Technology
Type	Practical and Report	Practical Design and Report	Year 11 HSC Examination
Outcomes	P2.1, P3.1, P3.3, P4.2, P4.3, P5.2, P6.1	P1.1, P1.2, P2.2, P3.2, P4.1, P5.1, P6.2	P1.1, P4.3, P7.1, P7.2
Weighting 100%	35%	35%	30%

ASSESSMENT SCHEDULES

COURSE: INVESTIGATING SCIENCE

FACULTY: SCIENCE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 9	Term 2 2024 Week 9	Term 3 2024 Weeks 9-10
Topic	Cause and Effect-Observing Cause and Effect-Inferences and Generalisations	Scientific Models	Cause and Effect-Observing Cause and Effect-Inferences and Generalisations Scientific Models Theories and Laws
Type	Depth Study	Model Evaluation	Year 11 HSC Examination
Outcomes	INS11-1, INS11-2, INS11-3, INS11-4, INS11-5, INS11-7, INS11-8, INS11-9	INS11-1, INS11-2, INS11-4, INS11-6, INS11-10	INS11-5, INS11-6, INS11-8 INS11-9, INS11-10, INS11-11
Weighting 100%	30%	30%	40%

COURSE: LEGAL STUDIES

FACULTY: HSIE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 10	Term 2 2024 Week 9	Term 3 2024 Weeks 9-10
Topic	Core Part I: The Legal System	Core Part II: The Individual and the Law	Core Part I: The Legal System Core Part II: The Individual and the Law Core Part III: Law in Practice
Type	Research Task	Extended Response	Year 11 HSC Examination
Outcomes	P1, P7, P8, P9, P10	P3, P4, P5, P8, P9	P1, P2, P3, P4, P5, P6, P7, P8, P9, P10
Weighting 100%	30%	30%	40%

ASSESSMENT SCHEDULES

COURSE: MARINE STUDIES

FACULTY: SCIENCE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 9	Term 2 2024 Week 9	Term 3 2024 Week 7
Topic	Dangerous Marine Creatures	Life in the Sea The Marine Environment Coral Reef Ecology	All Year 11 Modules: Marine Safety and First Aid Humans in water Life in the Sea Anatomy and Physiology of Marine Animals Coral Reef Ecology Dangerous Marine Creatures The Marine Environment Marine and Maritime Employment
Type	Research Report	Excursion Field Work and Reporting	Practical In-Class Examination
Outcomes	1.1, 1.3, 2.1, 2.3	1.3, 1.4, 2.1, 2.3, 3.1, 3.2, 3.3, 3.4, 5.1, 5.2	1.2, 1.5, 2.2, 3.1, 3.2, 3.3, 4.1, 4.2, 5.3, 5.4
Weighting 100%	30%	35%	35%

COURSE: MATHEMATICS ADVANCED

FACULTY: MATHEMATICS

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 9	Term 2 2024 Week 9	Term 3 2024 Weeks 9-10
Topic	Functions	Functions Trigonometric Functions	Functions Trigonometric Functions Calculus Exponential and Logarithmic Functions Statistical Analysis
Type	In Class Test	Investigation and Validation Task	Year 11 HSC Examination
Outcomes	MA11-1, MA11-2, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7
Weighting 100%	30%	30%	40%

ASSESSMENT SCHEDULES

COURSE: MATHEMATICS EXTENSION 1

FACULTY: MATHEMATICS

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 10	Term 2 2024 Week 10	Term 3 2024 Weeks 9-10
Topic	Functions Combinatorics Trigonometric Functions	Functions Trigonometric Functions	Functions Trigonometric Functions Calculus Combinatorics
Type	In-Class Test	Investigation and Validation Task	Year 11 HSC Examination
Outcomes	ME11-1, ME11-2, ME11-3, ME11-5, ME11-7	ME11-1, ME11-2, ME11-3, ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5
Weighting 100%	30%	30%	40%

COURSE: MATHEMATICS STANDARD

FACULTY: MATHEMATICS

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 10	Term 2 2024 Week 8	Term 3 2024 Weeks 9-10
Topic	Statistical Analysis Financial Mathematics Measurement	Statistical Analysis Algebra Measurement	Algebra Financial Mathematics Statistical Analysis Measurement
Type	Investigation and Validation Task	In Class Test	Year 11 HSC Examination
Outcomes	MS11-2, MS11-3, MS11-5, MS11-6, MS11-7, MS11-9, MS11-10	MS11-1, MS11-3, MS11-4, MS11-6, MS11-8, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8
Weighting 100%	30%	30%	40%

ASSESSMENT SCHEDULES

COURSE: MODERN HISTORY

FACULTY: HSIE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 10	Term 2 2024 Week 7	Term 3 2024 Weeks 9-10
Topic	Historical Investigation	Investigating Modern History Case Studies	The Shaping of the Modern World
Type	Research Task	Extended Response	Year 11 HSC Examination
Outcomes	MH11-2, MH11-3, MH11-8, MH11-10	MH11-1, MH11-5, M11-7, MH11-9	MH11-1, MH11-2, MH11-4, MH11-6, MH11-7
Weighting 100%	25%	40%	35%

COURSE: MUSIC

FACULTY: CAPA

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 10	Term 2 2024 Week 5	Term 3 2024 Weeks 9-10
Topic	Methods of Notating Music	Rock Music	Small Ensemble
Type	Composition	Performance + Musicology	Year 11 HSC Examination Performance + Aural
Outcomes	P2, P3	P1, P5, P7	P1, P4, P6, P9
Weighting 100%	25%	35%	40%

COURSE: NUMERACY

FACULTY: MATHEMATICS

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 8	Term 2 2024 Week 9	Term 3 2024 Week 8
Topic	Module 1: Data, Graphs and Tables Module 2: Metric Relationships	Module 1: Distance Area and Volume Module 2: Length, Mass and Capacity	Module 1: Operations with Whole Numbers Module 2: Operations with Fractions, Decimals and Percentages
Type	Assignment	Investigation and In Class Validation Task	In Class Test
Outcomes	N6-1.2, N6-1.3, N6-2.2, N6-3.1	N6-1.2, N6-2.3, N6-3.2, N6-2.5	N6-1.1, N6-2.1, N6-2.4,
Weighting 100%	30%	40%	30%

ASSESSMENT SCHEDULES

COURSE: PDHPE

FACULTY: PDHPE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 9	Term 2 2024 Week 7	Term 3 2024 Weeks 9-10
Topic	The Body in Motion	Better Health for Individuals	Fitness Choices First Aid
Type	Research Task	Short Answer Responses In Class	Year 11 HSC Examination
Outcomes	P7, P8, P9, P11, P17	P1, P2, P3, P4, P5	P5, P6, P10, P12, P15, P16, P17
Weighting 100%	30%	30%	40%

COURSE: PHOTOGRAPHY, VIDEO AND DIGITAL IMAGING

FACULTY: CAPA

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 10	Term 2 2024 Week 9	Term 3 2024 Week 9
Topic	Digital Imaging: DI1. Introduction to Practice in Digital Imaging	Video: V1. Introduction to Practice in Video	Wet Photography: WP1 Introduction to Practice in Wet Photography
Type	Body of Work, Photographic Statement and Journal	Video and Film Review *Task to be completed under examination conditions	Body of Work, Case Study and Journal
Outcomes	M1, M5, CH1	M3, M4, CH3, CH4	M2, CH2
Weighting 100%	30%	40%	30%

COURSE: PHYSICS

FACULTY: SCIENCE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 10	Term 2 2024 Week 9	Term 3 2024 Weeks 9-10
Topic	Kinematics and Dynamics	Waves and Thermodynamics	Kinematics Dynamics Waves and Thermodynamics Electricity and Magnetism
Type	Laboratory Report	Depth Study	Year 11 HSC Examination
Outcomes	PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9	PH11-1, PH11-2, PH11-6, PH11-7, PH11-10	PH11-5, PH11-6, PH11-8, PH11-9, PH11-10, PH11-11
Weighting 100%	30%	30%	40%

ASSESSMENT SCHEDULES

COURSE: SOCIETY AND CULTURE

FACULTY: HSIE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 7	Term 3 2024 Week 2	Term 3 2024 Weeks 9-10
Topic	The Social and Cultural World	Personal and Social Identity	The Social and Cultural World Personal and Social Identity Intercultural Communication
Type	Case Study	Research Skills	Year 11 HSC Examination
Outcomes	P1, P3, P6, P9	P2, P5, P8, P10	P1, P3, P4, P5, P6, P7, P9, P10
Weighting 100%	25%	35%	40%

COURSE: SPORT, LIFESTYLE AND RECREATION STUDIES

FACULTY: PDHPE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 7	Term 2 2024 Week 10	Term 3 2024 Week 7
Topic	Fitness	Games and Sports Application 1 & 2	Healthy Lifestyle
Type	Fitness Presentation and Research Task	Practical Performance International Games	Research and Analysis
Outcomes	1.2, 2.2, 3.2, 3.3	1.1, 1.3, 3.1, 4.4	1.5, 2.3, 3.5, 4.3
Weighting 100%	35%	35%	30%

*Outcome 2.1 and 4.1 will be taught throughout the teaching/learning program with formative assessment occurring in class.

COURSE: STUDIES OF RELIGION II

FACULTY: HSIE

Task	Task 1	Task 2	Task 3
Timing	Term 1 2024 Week 10	Term 2 2024 Week 10	Term 3 2024 Weeks 9-10
Topic	Nature of Religion and Buddhism	Islam and Judaism	Nature of Religion & Beliefs Buddhism Islam Judaism Religions of Ancient Origin Religion in Australia Pre-1945
Type	Research Task	In Class Response	Year 11 HSC Examination
Outcomes	P1, P3, P7	P4, P5, P7, P9	P1, P2, P3, P4, P5, P6, P8, P9
Weighting 100%	30%	30%	40%

ASSESSMENT SCHEDULES

COURSE: TEXTILES AND DESIGN

FACULTY: TAS

Task	Task 1	Task 2	Task 3
Timing	Term 2 2024 Week 5	Term 3 2024 Week 7	Term 3 2024 Weeks 9-10
Topic	Design	ATCFAI Properties and Performance	ATCFAI Design Properties and Performance
Type	Textile Item and Portfolio	Textile Item and Portfolio	Year 11 HSC Examination
Outcomes	P1.1, P1.2, P2.1, P2.2, P4.1	P2.1, P2.2, P2.3, P3.2, P5.1, P5.2	P1.1, P1.2, P2.2, P3.1, P3.2, P4.1, P5.1, P5.2, P6.1
Weighting 100%	25%	40%	35%

COURSE: VISUAL ARTS

FACULTY: CAPA

Task	Task 1	Task 2	Task 3
Timing	Term 2 2024 Week 3	Term 3 2024 Week 3	Term 3 2024 Weeks 9-10
Topic	Still Lifes	Portraiture	History, Critique and Artmaking Curation
Type	Portfolio and In Class Plates Analysis	Portfolio and Prepared Essay	Curated Submission and Year 11 HSC Examination
Outcomes	P1, P3, P7, P9	P2, P4, P8, P10	P5, P6, P7, P8, P9, P10
Weighting 100%	30%	30%	40%

COURSE: WORK STUDIES

FACULTY: TAS

Task	Task 1	Task 2	Task 3
Timing	Term 2 2024 Week 3	Term 2 2024 Week 10	Term 3 2024 Week 8
Topic	My Working Life In the Workplace Personal Finance	Workplace Communication Personal Finance	Preparing Job Applications Personal Finance
Type	Career Investigation	Case Study	Examination and Interview
Outcomes	1, 3, 4, 5, 7, 9	1, 2, 7, 8, 9	3, 5, 6, 8
Weighting 100%	40%	30%	30%

ASSESSMENT OF VET COURSES

VET Courses are 'Competency Based' Assessments and are not 'Outcome Based'. Students are required to develop the competencies, skills and knowledge described by each unit of competency. To be assessed as competent, a student must demonstrate that they can effectively carry out tasks to industry standard. Students will progressively be assessed as 'competent' or 'not yet competent' in units of competency to achieve a nationally recognised qualification.

Assessment of competencies varies between courses. Assessment is ongoing throughout Year 11 and Year 12 over the 240 hour course. There are Cluster Tasks for each course that must be completed in entirety to achieve competence.

Work Placement:

NESA mandates that all students studying an Industry Curriculum Framework (ICF) Course (see list of courses below) must complete mandatory Work Placement. A minimum of 70 hours work placement in a related industry workplace, which is usually completed doing 35 hours of work in Year 11 and 35 hours in Year 12.

Optional HSC Examination:

VET ICF courses have an optional written HSC examination. The questions will be drawn from the Mandatory Focus areas and associated Units of Competency. The purpose of the examination is to provide a mark, which may be used in the calculation of the ATAR. 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 an AQF VET qualification. Students will sit the optional HSC examination during the final HSC examination period. All students will be entered into the examination and must complete a withdrawal form to opt out of doing the examination. Students sitting the HSC Examination are required to also sit the Trial HSC Examination.

Any NESA Board Developed VET Course with an HSC Examination can count towards the calculation of an ATAR. This applies to students in Year 11 in 2024 and the HSC in 2025. Students wishing to include a VET course in the ATAR calculation must sit all optional examinations including the HSC Examination.

Recognition of Prior Learning:

Students may apply for Recognition of Prior Learning (RPL) by submitting current evidence of their competency against relevant units of competency. If a student is assessed as competent in a unit of competency there is no need for further training for that unit.

NESA Developed Courses:

Industry Curriculum Framework (ICF) Courses with 70 hours Mandatory Work Placement and Optional Examination.

- Business Services
- Construction
- Entertainment Industry
- Hospitality Cookery
- Hospitality Food and Beverage
- Information and Digital Technology (Web and Software Applications)
- Retail Services

NESA Endorsed Courses (with mandatory 35 hours Work Placement and no HSC Examination):

- Manufacturing and Engineering - Introduction

NESA Endorsed Courses (no mandatory Work Placement and no HSC Examination):

- Furniture Making Pathways
- Music Industry
- Visual Arts and Contemporary Craft

Students completing a VET course will be issued with an RTO assessment schedule, advice and individual assessment task information for every course assessment.

VET ASSESSMENT SCHEDULES



Education

Business Services
 Qualification: BSB30120 Certificate III in Business
 Cohort 2024 - 2025
 Training Package BSB Business Services Training Package

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

School Name: TLSC The Entrance Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for BSB30120 Certificate III in Business		Task 1 Let's get tech savvy	Task 2 Organising business safety	Task 3 Working in industry	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 7	Week 7	Week 9	Week 9/10
		Term 1	Term 2	Term 3	Term 3
Code	Unit of Competency				
BSBTEC201	Use business software applications	x			
BSBTEC202	Use digital technologies to communicate in the work environment	x			
BSBWHS311	Assist with maintaining workplace safety		x		
BSBINS302	Organise workplace information		x		
BSBXCM301	Engage in workplace communication			x	
BSBOPS201	Work effectively in business environments			x	

Depending on the achievement of units of competency, the possible qualification at the completion of Year 11 is a Statement of Attainment toward BSB30120 Certificate III in Business.

* Examinable units to be confirmed by the 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'.

Cohort 2024 - 2025 Stage 6 Business Services Qualification BSB30120 Certificate III in Business Training Package BSB Business Services Training Package Version 0.14



Education

Construction
 Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)
 Cohort 2024 - 2025
 Training Package CPC Construction, Plumbing and Services Training Package

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

School Name: TLSC The Entrance Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)		Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 9	Week 9	Week 9	Week 9	Week 9/10
		Term 1	Term 1	Term 2	Term 3	Term 3
Code	Unit of Competency					
CPCWHS1001	Prepare to work safely in the construction industry	x				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry		x			
CPCCCM1011	Undertake basic estimation and costing			x		
CPCCOM1015	Carry out measurements and calculations			x		
CPCCOM2001	Read and interpret plans and specifications				x	
CPCCOM1013	Plan and organise work				x	

Depending on the achievement of units of competency, the possible qualification outcome at the completion of Year 11 Statement of Attainment toward CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3).

* Examinable units to be confirmed by the 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'.

Cohort 2024 - 2025 Stage 6 Construction Qualification CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Training Package CPC Construction, Plumbing and Services Training Package Version 0.15



School Name: TLSC The Entrance Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 White card		Task 2 Plan a career *		Task 3 Safe and sound		Task 4 Bump in the light		EXAM (Optional)	
		Week	TBA	Week	9	Week	5	Week	9	Week	9/10
		Term	1	Term	3	Term	2	Term	3	Term	3
Code	Unit of Competency										
CPCCWHS1001	Prepare to work safely in the construction industry		Prior to WPL								HSC Examinable units of competency
CUAIND314	Plan a career in the creative arts industry		Post WPL								
CUAWHS312	Apply work health and safety practice				X						
CUASOU331	Undertake live audio operations				X						
CUALGT311	Operate basic lighting						X				
CUASTA212	Assist with bump in and bump out of shows						X				

* Task 2 - Plan a career is not to be assessed prior to students having the opportunity to engage with industry and develop their knowledge of and pathways available post work placement.

Depending on the achievement of units of competency, the possible qualification outcome is a Statement of Attainment towards CUA30420 Certificate III in Live Production and Technical Services.

* **Examinable units to be confirmed by the 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'.



School Name: TLSC The Entrance Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for MSF20516 Statement of Attainment towards Certificate II in Furniture Making Pathways Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Cluster A		Cluster B		
		Week	9	Week	9	
		Term	1	Term	3	
Code	Unit of Competency					
MSMPCI103	Demonstrate care and apply safe work practices at work		X			
MSFFP2006	Make simple timber joints		X			
MSFFP2003	Prepare surfaces		X			
MSFGN2001	Make measurements and calculations				X	
MSFFP2001	Undertake a basic furniture making project				X	
MSFFP2004	Apply domestic surface coatings				X	
MSFFP2005	Join materials used in furnishing				X	

Depending on the achievement of units of competency, the possible qualification at the completion of Year 11 is a Statement of Attainment toward MSF20516 Statement of Attainment towards Certificate II in Furniture Making Pathways.

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'.



School Name: TLSC The Entrance Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Safety in the kitchen	Task 2 Service please	EXAM (Optional)
		Week 9 Term 2	Week 5 Term 3	Week 9/10 Term 3
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCC025	Prepare and present sandwiches	X		
SITXCOM007	Show social and cultural sensitivity		X	
SITXCCS011	Interact with customers		X	

Depending on the achievement of the units of competency, the possible qualification outcome at the completion of Year 11 is a Statement of Attainment toward SIT20421 Certificate II in Cookery.

* **Examinable units to be confirmed by the 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'.



School Name: TLSC The Entrance Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIT20322 Certificate II in Hospitality Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1 Safety in the kitchen	Task 2 Service please	Optional EXAM
		Week 9 Term 2	Week 5 Term 3	Week 9/10 Term 3
Code	Unit of Competency			
SITXFSA005	Use hygienic practices for food safety	X		
SITXWHS005	Participate in safe work practices	X		
SITXFSA006	Participate in safe food handling practices	X		
SITHCC025	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 the 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'.



School Name: TLSC The Entrance Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for ICT30120 Certificate III in Information Technology Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Task 2	Task 3	EXAM (Optional)
		Safe Digital Work	Team Web	Security	
		Week 9	Week 9	Week 9	
		Term 1	Term 2	Term 3	Term 3
Code	Unit of Competency				
BSBWHS311	Assist with maintaining workplace safety	X			
ICTWEB305	Produce digital images for the web	X			
BSBXTW301	Work in a team		X		
ICTWEB304	Build simple web pages		X		
BSBXCS303	Securely manage personally identifiable information and workplace information			X	
ICTICT313	Identify IP, ethics and privacy policies in ICT environments			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 ICT30120 Certificate III in Information Technology.

* **Examinable units to be confirmed by the 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'.



School Name: TLSC The Entrance Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Task 2	Task 3
		Week 9	Week 2	Week 9
		Term 1	Term 3	Term 3
Code	Unit of Competency			
MEM13015	Work safely and effectively in manufacturing and engineering	x		
MEM16006	Organise and communicate information	x		
MEM11011	Undertake manual handling	x		
MEM18001	Use hand tools		x	
MEM18002	Use power tools/handheld operations		x	
MEM12024	Perform computations			x
MEM16008	Interact with computing technology			x
MEM07032	Use workshop machines for basic operations			x

Depending on the achievement of units of competency, the possible qualification at the completion of Year 11 is a Statement of Attainment toward MEM10119 Certificate I in Engineering & Statement of Attainment towards MEM20413 Certificate II in Engineering Pathways.

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'.



School Name: TLSC The Entrance Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for CUA30920 Certificate III Music or a Statement of Attainment towards Certificate III Music CUA30920		Cluster A Work in Music		Cluster B Play Music		Cluster C Careers in Music	
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	9	Week	9	Week	9
		Term	1	Term	3	Term	3
Code	Unit of Competency						
CUACMP311	Implement copyright arrangements		x				
CUAIND313	Work effectively in the Music Industry		x				
CUASOU331	Undertake live audio operations				x		
CUAMPF312	Prepare for musical performances				x		
CUAMPF313	Contribute to backup accompaniment as part of a group				x		
CUAIND314	Plan a career in the creative arts industry						x

Depending on the achievement of units of competency, the possible qualification at the completion of Year 11 is a Statement of Attainment towards CUA30920 Certificate III Music or a Statement of Attainment towards Certificate III Music CUA30920.

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'.



School Name: TLSC The Entrance Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for SIR30216 Certificate III in Retail		Cluster A Safety		Cluster B Customer Service: You in Retail		Cluster C Are You Being Served?		EXAM (Optional)	
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week	6	Week	6	Week	6	Week	9/10
		Term	1	Term	2	Term	3	Term	3
Code	Unit of Competency								
SIRXWHS002	Contribute to workplace health and safety		X						
SIRXCEG001	Engage the customer				X				
SIRXCOM002	Work effectively in a team				X				
SIRXCEG002	Assist with customer difficulties						X		
SIRXCEG003	Build customer relationships and loyalty						X		

Depending on the achievement of units of competency, the possible qualification at the completion of Year 11 is a Statement of Attainment toward SIR30216 Certificate III in Retail.

* **Examinable units to be confirmed by the teacher. Schools may schedule exam items in preparation for the HSC. These do not form part of the RTO assessment requirements.**

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'.



School Name: TLSC The Entrance Campus

Assessment Schedule Year 11 - 2024

Assessment Tasks for CUA31115 Certificate III in Visual Arts		Cluster 1 Safety	Cluster 2 Painting and history focus	Cluster 3 Being creative with photos	Cluster 4 Communicating with drawing
Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Week 5	Week 3	Week 8	Week 7
		Term 1	Term 2	Term 2	Term 3
Code	Unit of Competency				
BSBWHS211	Contribute to the health and safety of others	X			
CUAPAI311	Produce paintings		X		
CUARES301	Apply knowledge of history and theory to own arts practice		X		
CUADIG303	Produce and prepare photo images			X	
CUADRA311	Produce drawings				X
CUAACD311	Produce drawings to communicate ideas				X

Depending on the achievement of units of competency, the possible qualification at the completion of Year 11 is a Statement of Attainment toward CUA31115 Certificate III in Visual Arts.

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'.

HSC KEY WORDS AND DEFINITIONS

ACCOUNT FOR	State reasons for, report on, explain, give an account of, narrate a series of events or transactions
ANALYSE	Identify components and the relationship between them, draw out and relate implications
APPLY	Use, utilise, employ in a particular situation
ASSESS	Make a judgment of value, quality, outcomes, results or size. Give your opinion with facts.
CLARIFY	Make clear or plain
COMMENT ON	Identify and write about the main issues, give reactions based on what you've read and/or researched
COMPARE	Show how things are similar or different (hint – use a Venn diagram), show the relevance of the similarities / differences
CONTRAST	Show how things are different or opposite
CRITICALLY	(analyse/evaluate) add a degree or level of accuracy, depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/evaluation
DEFINE	State meaning and identify essential qualities, give the exact meaning of
DEMONSTRATE	Show by example
DESCRIBE	Provide characteristics and features of the item / concept, outline the main events
DISCUSS	Identify issues and provide points for and/or against, investigate or examine by argument, examine the implications
DISTINGUISH	(between) Recognise and indicate as being distinct or different from, to note differences between things
EVALUATE	Make a judgment and give your opinion based on criteria, determine the value of, assess and give your judgment about the merit, importance or usefulness of something
EXAMINE	Inquire into, find out the facts, look closely into something
EXPLAIN	Relate cause and effect, make the relationships between things evident, provide the why and/or how about the item / concept, make clear why something happens
EXPLORE	Examine thoroughly, consider from a variety of viewpoints
HOW DOES	By what means – consider the processes, techniques, steps and ideas behind the issue/s or concept/s
IDENTIFY	Recognise and name
ILLUSTRATE	Make something clear and explicit, giving examples and/or evidence
INTERPRET	Draw meaning from, show the meaning and relevance of data or other material presented
INVESTIGATE	Plan, inquire into and draw conclusions about
JUSTIFY	Support an argument or conclusion with evidence and examples, show why a decision or conclusion/s was/were made
OUTLINE	Sketch in general terms, indicate the main points / features / general principles of
PREDICT	Suggest what may happen based on available information
PROPOSE	Put forward a point of view, idea, argument or suggestion for consideration or action
RECOMMEND	Specify a path / course / action and provide reasons in favour
RELATE	Show similarities and differences between items / concepts
STATE	Give the main features briefly and clearly
SUMMARISE	Concisely express the relevant details
SYNTHESISE	Putting together the various elements to make a whole
TO WHAT EXTENT	Consider how far something is true (or not true) or contributes to a final outcome
WHY	For what causes, reason or purpose, on what account does/did something happen/occur

Remember to use the TXXXXC framework for each paragraph as well as the whole response. Develop your "thesis" and support it with relevant examples and/or references to texts. Make sure that you do what the key word asks you to and get those "5 extra marks"!

10 TIPS FOR EFFECTIVE STUDY

1. **Form study groups- the best way to learn is to teach others.** You could compare class notes and ask each other of any unclear concepts or you *choose a past HSC question and as a group discuss how you would answer it.*
2. **Use a study plan.** Are you a procrastinator? This means do you put things off? This is pretty normal but recognise what you are doing. To do well at anything means persistence. How can you fit in some more study hours?
3. **Repetition is the secret ingredient.** But how do you remember? Try writing out syllabus skeletons, flashcards, acronyms, create mind maps, write tests.
4. **Know your weaknesses and your strengths with your writing** - e.g. you may perform better at extended responses rather than multiple choice. Work on your weaknesses to make them your strengths. Discuss with your teacher on how to improve your weaknesses.
5. **Access the Standards Packages** - they are in the library- some of the responses might contain ideas that you might find useful. Utilise the NESA site and other websites (see page 10) for past questions, feedback, sample answers. Have you utilised the HSC Coach website?
6. **Work on examination tactics** - if you were playing a sport you would do warm ups- then do warm ups for the examinations. Do hand exercises. Put weights on your pens now so that when you can take them off for the HSC Trial Examinations, you should be able to write faster. Calculate what time you should start each response in your examination.
7. **Know what works best for you.** Do you study best in the morning? Do you study best walking around? Do you study best listening to music? Have you tried putting your study notes on an iPod?
8. **Study in chunks** - 40 minutes and then 5 minute break....
9. **Put motivational cards and study notes around your room.**
10. **Practise, practise, practise!! Write, write, write!!!**

APPENDIX 1: EXTENSION REQUEST FORM



TLSC The Entrance Campus

Year 11

EXTENSION REQUEST FORM

NOTE: The following checklist must be completed prior to submission to the relevant Head Teacher.
This form must be submitted and signed by the Deputy Principal **1 DAY PRIOR** to the submission date of the assessment task.

See over the page for details of what constitutes a valid extension request.

Student Name: _____

Teacher Name: _____

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED:

- | | |
|---|--|
| <input type="checkbox"/> Reason for extension request completed | <input type="checkbox"/> Supporting documents attached e.g. Work Placement |
| <input type="checkbox"/> All course and task details to be completed | <input type="checkbox"/> Parent/Carer signature and date completed |
| <input type="checkbox"/> Classroom teacher/Head Teacher comment/signature completed | <input type="checkbox"/> Student signature and date completed |

Once this form has been completed, the student must then hand the request form to the Deputy Principal

Reason for Extension Request: _____

Course Name: _____ **Original task due date:** _____

Task Name: _____ **What % is the task worth:** _____

Task Number: 1 2 3

Has the task been completed / handed in? Yes If 'Yes' – when? _____

No **New submission date:** _____

Have you submitted an Illness/Misadventure/Extension for this course before? Yes No

Will you lodge an appeal for this Extension in another course(s)? Yes No

Classroom Teacher Recommendation: _____

Classroom Teacher Signature: _____ **Date:** _____

Documentation Attached: Doctor's Certificate Other Please describe: _____

Parent/Carer Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Head Teacher Signature: _____ **Date:** _____

DEPUTY PRINCIPAL TO COMPLETE:

REQUEST UPHELD: Yes No (No – student may receive zero for the task)

Deputy Principal Signature: _____ **Date:** _____

Alternate Submission Date **New Date:** _____

Extension Guidelines

Tuggerah Lakes Secondary College The Entrance Campus will only consider awarding special consideration in cases of an **Extension**. These may be defined as follows:

Consideration for an **Extension** may include but not limited to:

- Representing the College or campus (leadership, sport, academic).
- Work Placement or Work Experience.
- Other extracurricular activities (e.g. School Business, Excursions etc.).
- Approved leave from school.

NOTE:

- Extension forms must be completed with the Deputy Principals approval by 2pm one day prior to the due date of the assessment task.
- Absence from school on the day of an assessment task does not warrant an extension. Please refer to the guidelines for Illness/Misadventure.
- All assessment tasks are published in the Assessment Schedule and Policy Handbook received by students at the beginning of their Year 11 and Year 12 HSC Courses.
- If an Extension Request is rejected by the panel, a mark of zero will be awarded. A student may further appeal this decision via a panel to be convened by the Principal.
- Supporting documentation needs to be attached to all Extension forms including Medical Certificate, Evidence of School Work Placement or Excursion etc.

If an Extension Request is approved, the student will either:

- Complete the original task with an alternate submission time and date.
- Complete an alternate task of similar rigor based on the same outcomes.

In completing and submitting this form, those lodging the appeal agree to the conditions and policies above.

APPENDIX 2: ILLNESS/MISADVENTURE REQUEST FORM



TLSC The Entrance Campus

Year 11

ILLNESS/MISADVENTURE REQUEST FORM

Note: The following checklist must be completed prior to submission to relevant Head Teacher.
This form must be submitted no later than 5 school days from the submission date of the assessment task.

In cases of prolonged absence, please contact the Head Teacher of the course or the Deputy Principal.
See over the page for details of what constitutes a valid Illness/Misadventure request.

Student Name: _____

Teacher Name: _____

THIS FORM WILL NOT BE ACCEPTED UNLESS ALL BOXES ARE TICKED:

- | | |
|--|--|
| <input type="checkbox"/> Reason for illness/misadventure request completed | <input type="checkbox"/> Doctor's Certificate/supporting evidence attached |
| <input type="checkbox"/> All course and task details to be completed | <input type="checkbox"/> Parent/Carer signature and date completed |
| <input type="checkbox"/> Classroom teacher/Head Teacher comment/signature complete | <input type="checkbox"/> Student signature and date completed |

Once this form has been completed, the student must then hand the request form to the Deputy Principal

Reason for Request:		<input type="checkbox"/> Illness	<input type="checkbox"/> Misadventure
Course Name: _____	Original task due date: _____		
Task Name: _____	What % is the task worth: _____		
Task Number:	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3
Has the task been completed / handed in?	Yes <input type="checkbox"/>	If 'Yes' – when? _____	
	No <input type="checkbox"/>	New submission date: _____	
Have you submitted an Illness/Misadventure/Extension for this course before?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Will you lodge an appeal for this Illness/Misadventure in another course(s)?		Yes <input type="checkbox"/>	No <input type="checkbox"/>
Classroom Teacher Recommendation: _____			

Classroom Teacher Signature: _____ **Date:** _____

Documentation Attached: Doctor's Certificate Other Please describe: _____

Parent/Carer Signature: _____ **Date:** _____

Student Signature: _____ **Date:** _____

Head Teacher Signature: _____ **Date:** _____

DEPUTY PRINCIPAL TO COMPLETE:

REQUEST UPHELD: Yes No (No – student may receive zero for the task)

Deputy Principal Signature: _____ **Date:** _____

Alternate Submission Date **New Date:** _____ **Alternate Task** **Award Marks**

Illness/Misadventure Request Form Guidelines

Tuggerah Lakes Secondary College The Entrance Campus will only consider awarding special consideration in cases of **Illness/Misadventure**. These may be defined as follows;

- **Illness or injury** – that is, illness or physical injuries suffered directly by the student which allegedly affected the student’s performance in the examination(s) (e.g. influenza, an asthma attack, a cut hand);
- **Misadventure** – that is, any other event beyond the student’s control which allegedly affected the student’s performance in the examination(s) (e.g. death of a friend or family member, involvement in a traffic accident, isolation caused by a flood).

NOTE:

- Absence from school on the day of an assessment task does not warrant Illness/Misadventure unless the student follows the correct process and completes the Illness/Misadventure Request Form and attaches the relevant documentation and supporting evidence.
- Supporting documentation needs to be attached to all Illness/Misadventure forms including Statutory Declaration or Medical Certificate.
- Students have 5 school days from the original due date of the assessment task to submit the completed Illness/Misadventure Request Form to the Deputy Principal.
- On the first day a student returns to school they must:
 - hand in the outstanding assessment task;
 - complete the missed in-class assessment;
 - in the case of missed examinations, the student is expected to sit the examination on the first day back;
 - If the student has missed more than one task, the student must report to the DP at the beginning of the day to plan for the completion of all tasks with the expectation that at least one missed task will be completed on that first day back.
- All assessment tasks are published in the Assessment Schedule and Policy Handbook received by students at the beginning of their Year 11 and Year 12 HSC Courses.
- If an Illness/Misadventure Request is rejected by the panel, a mark of zero will be awarded. A student may further appeal this decision via a panel to be convened by the Principal.

If an Illness/Misadventure Request is approved the student will either:

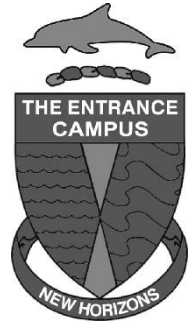
- Complete the original task with an alternate submission time and date.
- Complete an alternate task of similar rigour based on the same outcomes.

In completing and submitting this form, those lodging the appeal agree to the conditions and policies above.

APPENDIX 3: REQUEST FOR YEAR 11 ASSESSMENT REVIEW - APPEAL FORM

Copies are available outside the Deputy Principals office

REQUEST FOR YEAR 11 ASSESSMENT REVIEW - APPEAL



Student Name: _____

Date: _____

Course: _____

Teacher: _____

Task Concerned: _____

I, _____ hereby apply for a review of the above assessment (within 5 days of receiving marks). My *reasons* for requesting a review are:

Student Signature: _____

Head Teacher Decision:

Head Teacher Signature: _____

Fully completed form to be submitted to Deputy Principal

Record of Decision:

I have noted the above request and **HAVE / HAVE NOT** granted the review as per above.

Deputy Principal Signature: _____ Date: _____

Date Student Notified of Outcome: _____

PERSONAL CALENDAR OF YEAR 11 2024

WEEK	TERM 1 - 2024	TERM 2 - 2024	TERM 3 - 2024
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			YEAR 11 HSC EXAMINATIONS Friday 20 – Friday 27 September 2024

CALENDAR OF YEAR 11 TASKS 2024

WEEK	TERM 1 - 2024	TERM 2 - 2024	TERM 3 - 2024		
1					
2		Chemistry Dance Drama	Manufacturing & Engineering Society & Culture		
3		Design & Technology Visual Arts Visual Arts & Contemporary Craft Work Studies	Chemistry Dance Visual Arts		
4		Engineering Studies Food Technology	Engineering Studies Food Technology Industrial Technology Timber		
5	Visual Arts & Contemporary Craft	Entertainment Industry Music Textiles & Design	Design & Technology Hospitality Cookery Hospitality Food & Beverage		
6	Aboriginal Studies Retail Services	Retail Services	Retail Services		
7	Business Services Community & Family Studies Society & Culture Sport Lifestyle and Recreation	Business Services Modern History PDHPE	English Studies Exploring Early Childhood Marine Studies Sport Lifestyle & Recreation Textiles & Design Visual Arts & Contemporary Craft		
8	Business Studies English Advanced English Standard Exploring Early Childhood Industrial Technology Timber Numeracy	Community & Family Studies English Advanced English Standard Enterprise Computing Exploring Early Childhood Mathematics Standard Visual Arts & Contemporary Craft	Numeracy Work Studies		
9	Construction English Studies Enterprise Computing Furniture Making Pathways Geography Information & Digital Technology Investigating Science Manufacturing & Engineering Marine Studies Mathematics Advanced Music Industry PDHPE	Aboriginal Studies Ancient History Business Studies Construction Drama English Studies Geography Hospitality Cookery Hospitality Food & Beverage Information & Digital Technology Investigating Science Legal Studies Marine Studies Mathematics Advanced Numeracy Photography, Video & Digital Imaging Physics	Business Services Construction Entertainment Industry Furniture Making Pathways Information & Digital Technology Photography, Video & Digital Imaging Manufacturing & Engineering Music Industry		
10	Ancient History Earth & Environmental Science Legal Studies Mathematics Extension 1 Mathematics Standard Modern History Music Photography, Video & Digital Imaging Physics Studies of Religion II	Biology Earth & Environmental Science Mathematics Extension 1 Sport Lifestyle and Recreation Studies of Religion II Work Studies	<p style="text-align: center; margin: 0;">YEAR 11 HSC EXAMINATIONS</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Aboriginal Studies Ancient History Biology Business Studies Chemistry Community & Family Studies Dance Design & Technology Drama Earth & Environmental Science Engineering Studies Enterprise Computing English Advanced English Standard Food Technology Geography Industrial Technology Timber Investigating Science Legal Studies Mathematics Advanced Mathematics Extension 1 Mathematics Standard </td> <td style="width: 50%; border: none;"> Modern History Music PDHPE Physics Society & Culture Studies of Religion II Textiles & Design Visual Arts OPTIONAL VET EXAMS Business Services Construction Entertainment Industry Hospitality Cookery Hospitality Food & Beverage Information & Digital Technology Retail Services </td> </tr> </table>	Aboriginal Studies Ancient History Biology Business Studies Chemistry Community & Family Studies Dance Design & Technology Drama Earth & Environmental Science Engineering Studies Enterprise Computing English Advanced English Standard Food Technology Geography Industrial Technology Timber Investigating Science Legal Studies Mathematics Advanced Mathematics Extension 1 Mathematics Standard	Modern History Music PDHPE Physics Society & Culture Studies of Religion II Textiles & Design Visual Arts OPTIONAL VET EXAMS Business Services Construction Entertainment Industry Hospitality Cookery Hospitality Food & Beverage Information & Digital Technology Retail Services
Aboriginal Studies Ancient History Biology Business Studies Chemistry Community & Family Studies Dance Design & Technology Drama Earth & Environmental Science Engineering Studies Enterprise Computing English Advanced English Standard Food Technology Geography Industrial Technology Timber Investigating Science Legal Studies Mathematics Advanced Mathematics Extension 1 Mathematics Standard	Modern History Music PDHPE Physics Society & Culture Studies of Religion II Textiles & Design Visual Arts OPTIONAL VET EXAMS Business Services Construction Entertainment Industry Hospitality Cookery Hospitality Food & Beverage Information & Digital Technology Retail Services				
11	Biology				