

# GREYSTANES HIGH SCHOOL



# **Student Assessment Handbook Year 11 2024**

# INDEX

	<b>Page</b>
A Message from the Principal	3
Welcome from Year 11 Advisor	4
What are Units	4
School Fees	5
Preliminary Course Assessment Policy	6
Merit Award System	7 - 9
BYOD Program	10
Guidelines for Leave	11
Plagiarism Policy and Referencing	12
Student Responsibilities	13
Frequently Asked Questions	14 - 17
Illness Form - Form A	18
Misadventure/Absence Form - Form B	19 - 20
Appeal Form - Form C	21
<b>SUBJECT INDEX</b>	<b>22</b>

Note: Information provided in this booklet is accurate at time of publication. It may be varied at the discretion of the Principal.

## Principal's Message

Congratulations on your decision to undertake the challenge of the Preliminary and Higher School Certificate. This internationally recognised qualification can open many doors both here in Australia and overseas, including pathways to work, apprenticeships and traineeships, further study at TAFE and private colleges, as well as university.

Your challenge is to achieve at the end of Year 12 a HSC result that reflects your personal best and provides you with choices as you move into the next chapter of your life. Important ingredients in a successful HSC campaign include;

- ◆ Establishing clear goals.
- ◆ Attending school everyday.
- ◆ A commitment of time, energy and perseverance to produce quality work.
- ◆ Balance between school, sport, friends and family.
- ◆ Developing productive working partnerships with you teachers.

Effective time management in the completion of class and assessment tasks.

To satisfactorily complete the requirements for each HSC course, the NSW Education Standards Authority (NESA) requires you to;

- ◆ Apply yourself to your studies to the best of your abilities with diligence and sustained effort.
- ◆ Complete all written assignments, speaking tasks, practical work and tests demonstrating the achievement of outcomes
- ◆ Perform tasks required for the assessment program in each course in a serious manner.

For this reason it is important that you are familiar with the contents of this booklet. The handbook clearly sets out the rules for the completion of assessment tasks and provides an outline of the assessment program for every subject. Your performance in each assessment task will directly contribute to your final assessment mark in each subject. Importantly, the quality and timely completion of classwork and homework are indicators used by a teacher to determine if you have demonstrated the achievement of course outcomes. Failure to familiarise yourself with the Preliminary and HSC requirements cannot be presented as an excuse.


As a school we are committed to supporting you in your HSC endeavours and developing those skills that are essential as you leave school and take your place in the community. Support for senior students include;

- ◆ Year 11 Induction Program
- ◆ All My Own Work
- ◆ Crossroads
- ◆ HSC Success Program
- ◆ Teacher Mentor Program
- ◆ School Counsellor
- ◆ Transition Advisor – School to Work.
- ◆ Careers Adviser
- ◆ The Learning Centre

Just remember *'those who work hard, get lucky'*. I wish you every success in your endeavours.



Grant Sparke  
Principal



We empower our learning  
community to thrive,  
strive and succeed

## Year 11 Advisor

As you embark on this thrilling journey into Year 11, it's important to remember that the path ahead will be a blend of excitement, chaos, fear, and joy. These next two years will push you to your limits, but always remember, you possess the strength to conquer every challenge that comes your way!

What makes our Year 11 students exceptional is your unwavering commitment to excel in all your subjects and seize the countless opportunities offered here at Greystanes High School. Our mission as teachers is to ignite in you a hunger for knowledge, foster confidence in your learning abilities, and cultivate a passion for diverse activities.

I have every confidence that this year will be filled with rewarding experiences and resounding success for each one of you. Stay motivated, stay focused, and remember, you are capable of achieving greatness.

Embrace the challenges, cherish the learning, and make this year one to remember. Your journey to success begins now.

Your Year Adviser

Ms J Chau  
Mathematics Faculty  
Located downstairs G Block



## What are units?

All courses offered for the Higher School Certificate have a unit value. Subjects may have a value of 1 unit or 2 units. Most courses are 2 unit.

Each unit involves class time of approximately 2 hours per week or approximately 3 x 40 periods per week, (60 hours per year). In the HSC each unit has a value of 50 marks. Hence a 2 unit course has a value of 100 marks.

**2 units = 4 hours per week or approximately  
6 x 40 periods per week, (120 hours per year)  
= 100 marks**

The following is a guideline to help you understand the pattern of courses.

### 2 UNIT COURSE

This is the basic structure for all courses. It has a value of 100 marks.

### EXTENSION COURSE

Extension study is available in a number of subjects. Extension courses build on the content of the 2 unit course and carry an additional value of 1 unit. Requiring students to work beyond the standard of the 2 unit course, extension courses are available in English, Mathematics, History, Music, some Languages and VET. Undergraduate university courses will be available in some subjects.

English and Mathematics Extension Courses are available at Preliminary and HSC levels. Students must study the Preliminary extension course in these subjects before proceeding to the two HSC extension courses (Extension 1 and Extension 2). The Extension 2 course requires students to work beyond the standard of the Extension 1 course.

HSC extension courses in subjects other than English and Mathematics are offered and examined in Year 12 only.

### 1 UNIT COURSE

1 unit equals approximately 2 hours of class time each week or 60 hours per year.

There are a number of 1 unit Board Endorsed Courses. *These courses do not count in the ATAR.*

## Sport

Sport is compulsory. All Year 11 students must satisfy the mandatory Sport hours in Year 11.

# School Fees 2024

## PRELIMINARY HSC (Year 11)

Subject Technology Access fee (all students)	\$ 65 per year
Construction – VET	\$ 80 per year +(\$100 for WH&S Induction course)
Entertainment – VET	\$110 per year +(\$100 for WH&S Induction course)
Design & Technology	\$ 50 per year
Drama	\$ 45 per year
Food Technology	\$ 90 per year
*Hospitality – VET - Food and Beverage	\$160 per year + (\$90 for uniform only)
*Hospitality - VET	\$160 per year + (\$75 for uniform only)
Industrial Technology – Timber	\$ 70 per year
Enterprise Computing	\$ 30 per year
Music	\$ 55 per year
Visual Arts	\$110 per year

*\*Please Note: The students in Food and Beverage will require a Uniform only to do this course. Uniforms need to be measured, ordered and paid for by students by week 3 of Term 1. This cost is in addition to the course fee.*

## HSC (Year 12)

Subject Technology Access fee(all students)	\$ 65 per year
Construction – VET	\$ 80 per year
Entertainment – VET	\$ 70 per year
**Design & Technology	\$ 40 per year + <i>cost of material for Major Works</i>
Drama	\$ 45 per year
Food Technology	\$ 80 per year
Hospitality – VET - Food and Beverage	\$140 per year
Hospitality – VET - Kitchen Operations	\$140 per year
**Industrial Technology – Timber	\$ 40 per year + <i>cost of material for Major Works</i>
Information Processes & Technology	\$ 30 per year
Music	\$ 55 per year
Visual Arts	\$120 per year

*\*\*Students in Design & Technology and Industrial Technology, will be required to purchase material at their own cost for their major works*

# Year 11 Course Assessment Policy

This document is provided as a resource to senior students and parents so there will be an understanding of the student's responsibility and that of the school.

The HSC Assessment Policy is consistent with the guidelines provided by the NSW Education Standards Authority (NESA). This policy is designed to provide a measure of achievement for each student, in each course and to report that achievement as a rank order in the course.

Assessment procedures vary with each Higher School Certificate course.

The Higher School Certificate is assessed in two separate ways;

1. External examination based assessment
2. Internal school based assessment

## External Examination Based Assessment

Students are assessed through state wide external examinations organised by the NSW Education Standards Authority (NESA) called the Higher School Certificate Examination. These examinations are conducted during October and November of each year. The results of these examinations are reported on separately for the courses studied by each student for the Higher School Certificate. The mark from the external examination (50%) is combined with the school internal assessment mark (50%) to create a final mark out of 100 or 50.

Life Skills students, i.e. those on a special program of study for the Higher School Certificate may not be required to sit these external examinations.

## Internal or School Based Assessment

Each course of study will have a series of assessment tasks which have particular weightings for the course. These will take a variety of forms including essays, topic tests, examinations, research tasks, practical in class assessments and homework. This includes subjects that are externally examined. To meet Preliminary HSC course requirements students must have completed a minimum of 12 units of study.

Students are expected to make a genuine attempt at assessment tasks which total up to more than 50 percent of available marks. Completion of tasks adding up to a total of exactly 50 percent is not sufficient. In the case of competency based courses, it is a matter for the Principal to determine whether the attempts made by the student to complete the course are genuine. Students who do not meet course completion requirements may jeopardise the award of a Preliminary HSC or Higher School Certificate.

## Responsibilities and Procedures

### Assessment Period

Each course of study outlines in detail, the approximate dates and nature of each of its assessment tasks. Exact dates for each assessment task will be provided, in writing, **at least two weeks prior to the task.**

### Method of Reporting

Two reports will be available throughout the year. The last report will indicate for each course the cumulative assessment rank order, at that stage of the course.

At the completion of each task, students will receive the actual mark obtained for that task.

## Merit Award System 2024

**School Values Positive Entry/PBL School Values letter** are given to students during the school day for demonstrating the school's values of respect, responsibility, and active learning. **The idea is for immediate and frequent reward and recognition of positive behaviour.**

Some examples of possible positive behaviours that could be rewarded –

<b>Respect</b>	Student	Uses polite and considerate communication Listens attentively to teacher and other students Is fair and plays by sports rules
<b>Responsibility</b>	Student	Assists teacher or other students Helps keep room or playground tidy Reports bullying or unsafe work environment
<b>Active Learning</b>	Student	Voluntarily seeks feedback and completes work Makes clear effort to improve their understanding Diligently completes class or homework tasks

Students will be awarded a school values acknowledgment through an online entry on Sentral. Teachers will tick the relevant core value achieved by the student. The values data will be automatically collated via Sentral and in combination with other positive rewards, the data will be used to award the appropriate achievement level in the Merit system.

**Merit/Commendation** letters are given out to students in recognition of excellence in academic, creative and sports performance. These are rewards for:

- Best in class/in cohort/or being on task
- Achievement at a certain level
- Personal best attempt in assignment

Students then progress through the award system to receive the Achievement Award per stage. The Achievement and the Bronze Awards will be presented at House Assemblies.

### Higher Awards

**Silver Award** – To gain this award students must have earned 2 Bronze Awards and completed 10 hours of in school community service in a school community program or event (eg. Extra-curricular activity) or external community service (must be negotiated with relevant DP).

**Gold Award** – In Stage 4, students must have earned a Silver Award and completed 10 hours internal or external community service. In Stage 5 and 6, **students** must have earned a Silver Award and completed 10 external hours of community service.

**Silver and Gold awards will be presented at Presentation Night.**

### Examples of School and Community Service

- School service examples:-
- Night of Stars performing/assisting
  - Debating/Public Speaking
  - Examination reader/writer
  - Volunteer – Parent Teacher
  - Year 12 Mocktails waitressing
  - Grade or KO sports assistant
  - Library monitor
  - Hall Crew
  - Peer Support

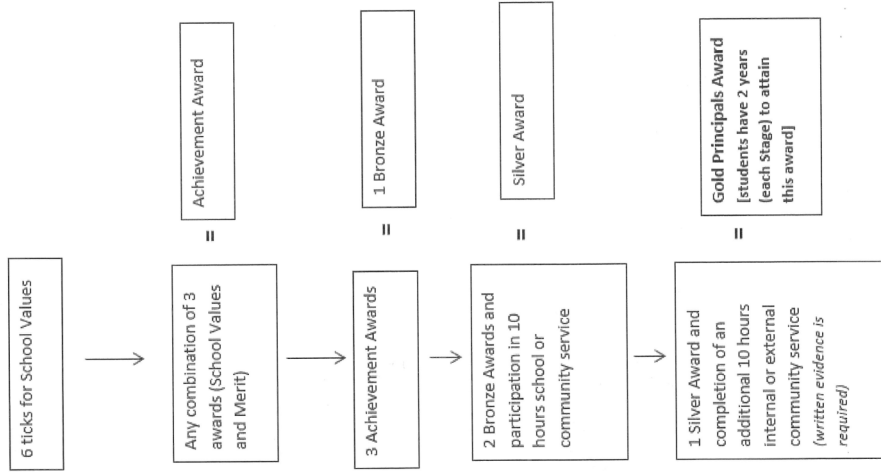
Community service examples:-  
Charity work/fundraising  
Volunteer work  
Tutoring  
Local sporting events helper  
Helping at a nursing home

A log sheet tracking a minimum of 10 hours of service must be completed and signed by an independent person (not family). These sheets can be picked up at G Block office.

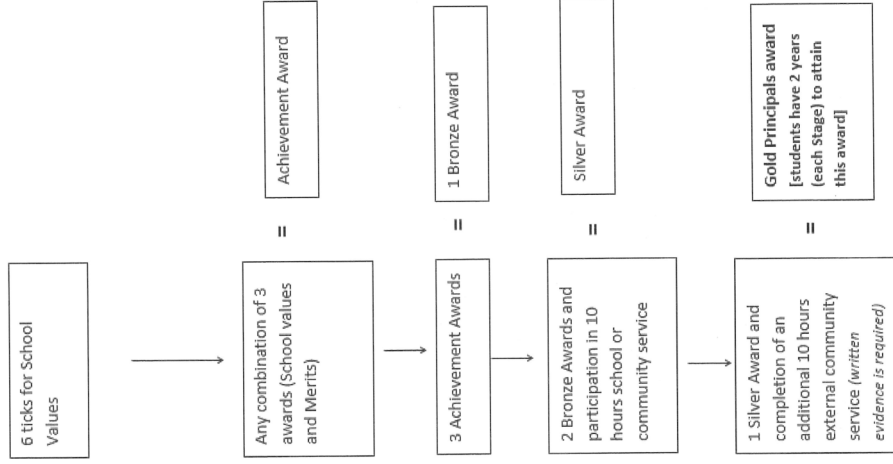
**PLEASE NOTE: PBL Award System runs on a yearly basis but the Bronze, Silver and Gold awards will accumulate to the end of the students HSC year.**



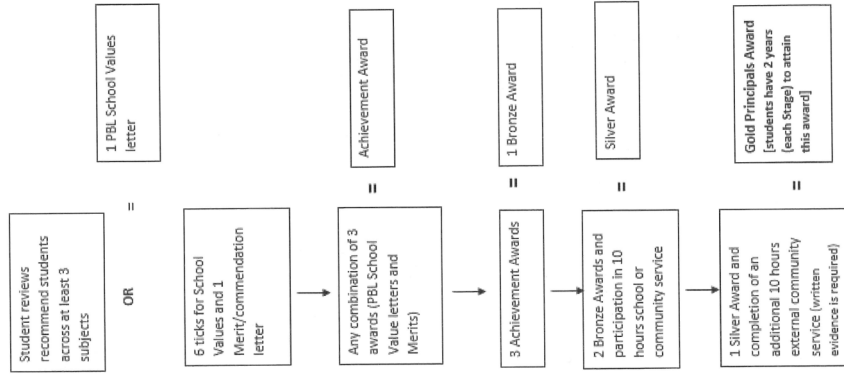
## STAGE 4



## STAGE 5



## STAGE 6



## BYOD Program

At Greystanes High School there is a mandatory BYOD program across all years. This means that all students are required to bring a device from home that meets the set of specifications determined by the school. These specifications are available on the school website. Please note in particular the specifications related to **wireless compatibility**.

Students will use devices in the classroom under the direction of their teachers to complete a range of classwork and learning activities. Student devices may not be used every day in every lesson; the use of the device will depend upon the particular learning activity and will blend with other activities such as reading, writing, discussion, debate, group activities and assessment. However, it is still expected that students bring a fully charged device to school every day. Students will be using Google Classroom for all subjects and their teachers will give them the codes to sign up at the beginning of the course.

All students and parents are required to read and accept the terms of the school BYOD policy agreement and charter before a device can be used at school. This can be found on the school website. Note that choosing to bring a personal device to school implies that the student and their parent/carer accept the agreement and charter.

It is important that students and parents are aware of the following essential responsibilities and information:

- ◆ **Students are responsible for securing and protecting their own devices at school.** Students and their parents/caregivers are responsible for arranging their own insurance if desired and should be aware of the policy and warranty conditions for their own device. **The school does not accept responsibility for any loss or breakage.**
- ◆ Students are solely responsible for the maintenance and upkeep of their devices. This includes the backing up of data and updating of applications including anti-virus software. **Any loss or damage to a device is not the responsibility of the school or Department.**

Students' devices may be confiscated and returned to parents if the school has reasonable grounds to suspect that a device contains data which breaches the BYOD student user agreement.

Please ensure that devices used for BYOD do not have parental controls or antivirus software that limit configuration of the following areas: network and connectivity, DNS and Proxy, VPN usage. Any limitations in the aforementioned fields can prevent internet access as usage of the DoE proxy is a requirement for internet usage at school.

**Note too that students can download Microsoft and Adobe licensed software for free to use on their school device from: [bit.ly/byodsoftware](http://bit.ly/byodsoftware)**

# Guidelines for Leave

## Domestic Necessity

1. Applications for exemption may be considered where there is urgent need for help in the applicant's home as a result of a family emergency and this need cannot be met in any other way. Exemptions under such circumstances may be considered only if the situation cannot be met by the Principal granting leave for a short period (up to 15 days).
2. In all cases applicants must provide conclusive evidence to support their application. Every effort should be made to find a solution other than exempting the child from school.
3. The applicants must provide details of the responsibilities that the child is expected to undertake during the period of the exemption. These responsibilities should be within the child's physical and mental capabilities.
4. The applicants must agree to an appropriate educational program, developed in consultation with the investigating officer.
5. The investigating officer must have contact on a regular basis with the child and applicants to ensure the wellbeing of the child and to enable the monitoring of any changes.
6. If the urgency of the situation lessens, the Certificate of Exemption may be withdrawn.
7. In the recommendation for the granting of a Certificate of Exemption, no child should be discriminated against on the grounds of sex, age, or future education opportunity.

## Health of a Child

1. Applications for exemption may be considered where medical evidence shows that attendance at school would be contrary to the child's best interests - mental, physical or otherwise and that a short term leave, granted by the Principal, would not be sufficient. The possibility of enrolment in Distance Education should be investigated as an alternative to exemption.
2. Applicants must provide medical documents from a medical specialist such as a paediatrician that state the nature of the disability and that attendance at school would be contrary to the child's best interests. An indication of the duration of the incapacity should also be provided.
3. Wherever possible some form of appropriate educational instruction should continue.
4. The investigating officer must have contact on a regular basis with the child and applicants to enable the monitoring of any changes in the situation.
5. Certificates on health grounds will be granted only for the duration of the medical certificate or until the end of the school year for which the exemption is sought.

## Continuing Education

1. Applications for a Certificate of Exemption may be considered for enrolment and participation in a full-time course at a business college, a College of Technical and Further Education or other approved educational institution.
2. Applicants must provide a letter from the educational institution stating that a place for the student is available in the desired course.
3. The granting of a Certificate of Exemption is conditional on the applicant providing documentary evidence of enrolment in a full-time course to the investigating officer within 7 days of the commencement of the course.

## Employment - General

1. Applications for Certificates of Exemption may be considered if the student has been offered a permanent full-time employment opportunity that is available only if taken up immediately.
2. Written evidence of the offer of employment must be provided.
3. An appointment with the Principal is to be made to discuss this exemption.

***A CERTIFICATE OF EXEMPTION MAY BE WITHDRAWN AT ANY TIME  
IF THE CONDITIONS ARE NOT BEING MET***

Please note that the absence due to exemption is recorded as 'leave' and may impact on your attendance.

# Plagiarism Policy

## Policy Rationale

With the explosion of information now available to students, it is essential that they learn how to use the ideas and work of others correctly in their own work and become competent with the accepted ways of acknowledging this use.

This policy aims to help students:

- ◆ understand what plagiarism is;
- ◆ know the procedures that will be used when plagiarism occurs; and
- ◆ develop strategies to avoid plagiarism including the correct use of referencing.

## Definition of Plagiarism

Plagiarism can be deliberate or inadvertent. Plagiarism is a form of cheating and, as such, is serious student misconduct.

Plagiarism usually takes one of three forms:

- ◆ When students use the ideas, words or work of **other students** and submit these in an assessment task as their own;
- ◆ When students use the ideas, words or work from published sources (Internet, books, magazines, electronic databases etc.) and submit these in an assessment task **without acknowledgment**; and
- ◆ When students **contribute less** than their fellow students to a group assignment and then claim an equal share of the marks.

## Procedures for Addressing Plagiarism

Where a teacher believes a student has plagiarised, the matter will be reported to the relevant Head Teacher and the student will be notified and given an opportunity to show why they should not be penalised.

The onus will be on the student to show the Head Teacher that the work submitted is entirely their own and not intentional or inadvertent plagiarism. To help establish the originality of their work, a student may be required to provide their notes and/or draft copies to show how they developed their ideas and/or method of expression.

Where a student admits plagiarising or cannot show the work to be their own, a mark of zero will be awarded and the student will be considered to have not achieved the outcome(s) specified in the task.



## How should sources be referenced at the end of work?

Students are required to acknowledge sources as a means of providing written recognition of any ideas that are used or adapted for their work.

Refer to the link below for information.

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

# Student Responsibilities

## 1. Assessment tasks must be completed on or by the due date.

Failure to complete a task as required will not be accepted and a **zero mark** will be awarded unless special conditions apply. The following are requirements.

- I. Students must submit or complete the assessment task in the designated lesson on the due date of the task.
- II. Tasks may be submitted to their teacher the day before the due date of a hand in assessment task otherwise the Illness and Misadventure/Absence procedures will apply.

## 2. All work must be that of the students.

In the case of malpractice (e.g. copying the work of others; providing access for others to copy your work or evidence of direct collaboration on the final task/product), the student/s may suffer a penalty or be awarded a zero. This decision will be made by the Principal after consultation with the relevant Head Teacher and class teacher.

## 3. All work, not only Assessment Tasks, is to be completed.

Students should be aware that the Principal must certify that all courses of study have been satisfactorily studied, i.e. assignments, homework, course summaries, practical work, essays, topic tests, research etc.

**Failure to complete course work** may place the student's Record of School Achievement (RoSA) in jeopardy

## 4. A genuine attempt at all tasks must be made.

Failure to make a **diligent** attempt at Assessment Tasks totaling **in excess of 50%** of the available marks will result in the course not appearing on the student's Record of Student Achievement as they are deemed ineligible in that course through the N Determination process. It may place the award of the Year 11 ROSA in jeopardy.

Non-serious or non-genuine attempts at a task will result in a NESAs warning letter being issued and the student will be required to redo the task to a standard reflective of their ability. **Note:** The original mark awarded for the task will stand e.g. 3/15. When re-doing an assessment task, a 'zero' mark will be awarded (i.e. the mark becomes 0/15) if the student does not complete the task to a standard reflective of their ability.

## 5. Regular school attendance is expected.

Students are required to maintain a satisfactory record of both attendance and application up to and including the final date set down by the Department of Education. This reflects that they are applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course. Students are expected to be at school at least 85% of time in the year unless ill.

## 6. Work must be submitted in an appropriate form and according to an acceptable standard.

Students are advised to provide a signature to the teacher on the Assessment Task Receipt Sheet provided by the teacher. For tasks that require electronic submission via Google Classroom, students must Turn In tasks via the tab. Work submitted must show diligence and substantiated effort.

## Frequently Asked Questions

### **What are the notification and receipt systems for assessment tasks?**

Teachers will provide written notification regarding an assessment task at least 2 weeks prior to the task. In addition, the teacher will place a copy of the task on the Sentral Student and Parent Portal on the day the task is distributed to the class. If a student is away, this electronic notification is the formal notification for the assessment task. Students will sign for receipt of the task on an Assessment Task Register on their return to school.

An Assessment Task Register is used by teachers to record student signatures and the date when an assessment task is issued in a course. All students in a course are to sign and date to indicate that they have been notified of an assessment task. The same process is to occur when submitting or completing an in class assessment task. Signing and dating the Assessment Task Register indicates that the teacher has received the task and/or the student has completed the task on the due date. This protects the student in the event that the task becomes lost or misplaced.

### **When should I hand in assessment work?**

All work should be submitted or completed on the due date. Students not attending school for the full day at assessment time will need to submit a completed Illness (Form A) or Misadventure/Absence (Form B) and appropriately dated support documentation as outlined for known and unknown absences. Students must hand in their work on the due date in the lesson of the subject of the task or at the time specified by the course teacher. Any time after this will be judged to be "not submitted on time". If there is no lesson on the due date of the assignment task it must be submitted by the end of the school day.

Where the absence is due to illness or misadventure is **not known** in advance students should contact the relevant Head Teacher on the day of the task, to let the Head Teacher know that they will not be able to submit or complete a particular assessment task. The completed assessment task should be ready for submission on the day of return to school or the student should be ready to complete an in class task on the first day of their return.

### **What do I do if I cannot hand in or complete an assessment task on time?**

If a student cannot submit or complete an assessment task at the appropriate time on the due date because of illness, hardship, a serious family incident, school representation, police action or other known absence they may apply to the relevant Head Teacher, using the Illness (Form A) or Misadventure/Absence (Form B) for an extension of time or a substitute task. This must be completed within 48 hours of the student returning to school. This also applies to school representation where a Misadventure/Absence Form must be provided within 48 hours of return to school. For example; representing the school in sporting events.

### **What if I know I am going to be absent on the due date of an assessment task?**

Where the absence due to illness or misadventure is **known** in advance, the Misadventure/Absence (Form B) must be submitted within 48 hours of your return to school.

### **Students enrolled in TAFE courses and/or students involved in school business or representing the school must follow the following:**

For hand-in tasks, students are to submit the assessment task on the day the task is due or the day before the task is due. For in-class assessment tasks, students need to submit a Misadventure/Absence (Form B) within 48 hours of return to school from the TAFE or school business event. The Form must be signed by the school's supervising teacher. A new date for completion of the in-class task is to be negotiated with the Head Teacher in consultation with the classroom teacher. Note: The student must be prepared to complete an in-class task on the first day of their return to school.

Students who have been sent on alternative courses or work placements arranged by the Transition Coordinator or the Careers Advisor should inform their teacher in advance that they will be on a course and will not be present on the due date of the assessment task. These students must generally submit the Misadventure/Absence (Form B) minimum of 48 hours prior to the course/work placement and signed by the school's supervising teacher.

### **How can I appeal a decision made about an absence from assessment?**

The Head Teacher will explain the Illness and Misadventure/Absence procedure. That is, the Illness or Misadventure/Absence Form (Form B) must be handed in to the relevant Head Teacher within 48 hours of returning to school (including the exam period). A Doctor's Certificate dated the day of the illness or other official documentation, such as a Police Event Number if an accident or incident warranted police action, a death notice, or funeral order of service must be submitted with as evidence for the absence, all dated the day of the assessment was due. If there is hardship in obtaining all relevant information, the form must still be submitted to the relevant Head Teacher, within the 48 hour period and a time frame negotiated, between the student and Head Teacher, for when the missing information is to be supplied. The student must hand in their work or be prepared to complete the in-class task on the first day of their return to school. The success of the application will be determined by relevant Head Teacher after assessing whether the student has met the requirements stated within this assessment policy. The student will be informed of their right of appeal if they feel the assessment policy has not been followed.

An appeal on the Head Teacher's decision can only be made to the Principal. This will be done by completing the Appeal Form within two weeks of notification that the Illness or Misadventure/Absence Form has been declined. The Appeal Committee consists of the Principal (or nominee) and two Head Teachers other than the Head Teacher dealing with the original illness/misadventure request.

The panel convenor, Principal or Principal's nominee, will co-ordinate the hearing process to examine if the assessment policy has been followed by the teachers and student concerned. The student will be notified verbally of the outcome and a written response on the outcome of the appeal will be provided to the student and a copy sent to the family of the student who appealed.

### **What if I have been unwell or experienced a misadventure and attended school and completed the task but not performed to the best of my ability due to the illness/misadventure?**

In the event the student must complete a Misadventure/Absence Form (Form B) and submit to the Head Teacher with relevant supporting documentation within 48 hours upon return. The Head Teacher will then determine whether the Misadventure request is upheld and the mark or rank will be reviewed. The Deputy Principal may provide documentation to support illness/misadventure at their discretion.

### **Can I claim computer problems as my reason for not submitting an assessment task on the due date?**

Technology "problems" are not considered as reasonable grounds for a Misadventure Appeal. This includes issues including computer malfunction or failure to upload, printer or USB malfunction or failure. Students are advised to back up their work continuously throughout the completion of the assessment task and print off draft copies which could be submitted if all else fails or save to Google Drive.

Backing up work includes emailing work to oneself (e.g. use D of E portal email), saving the work to a USB and backing up the work on the computer's hard drive as it is progressively completed.

### **What are NSW Education Standards Authority (NESA) "N determination" letters?**

The purpose of these warning letters is to inform the student and their parent/s or carer/s that they are at risk of not meeting NSW Education Standards Authority (NESA) requirements for particular course. It states what is required of them to redeem themselves and satisfy course requirements. The NSW Education Standards Authority (NESA) states that receiving two or more warning letters may place the award of the Preliminary Higher School Certificate in jeopardy and as a result cannot progress to the HSC year.

### **What are the NESA course requirements and what are the reasons for which students can receive an "N determination" warning letter?**

For the Year 11 Course students are required to:

- ◆ follow the course developed or endorsed by the NSW Education Standards Authority (NESA)
- ◆ apply themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- ◆ achieve some or all of the course outcomes.

Students who fail to meet these requirements will receive a letter of warning and an opportunity to redeem their work in order to avoid an "N determination". The main reasons for issuing such a letter include:

- ◆ failing to complete or attempt assessment tasks or assignment work by the due date and /or appropriately
- ◆ failing to regularly complete class work and homework appropriately. This includes practical work.
- ◆ making a non-serious effort to complete assessment tasks, assignment work major examinations and tests
- ◆ making a non-serious effort to complete class work and homework

### **What do 'N Determination' or NESA warning letters mean?**

The NESA warning letters specifies exactly the tasks the student needs to complete to satisfy course requirements. These tasks must be attended to before the conclusion of their course and before the NSW Education Standards Authority (NESA) cut off date. All students are to be given a chance to redeem themselves. If a student has received at least 2 or more warning letters, and work remains outstanding or the student has received a zero for 50% or more of their assessment they may be given an 'N Determination' in that subject. This means a non-award for a subject. If the loss of the course takes the student below the number of units required, i.e. 12 units, then the student may not receive their Preliminary HSC. A meeting would be held with the Principal in such cases.

### **What are the consequences for post compulsory students (over 17 years) not meeting course requirements or participating in a satisfactory way in their courses?**

The following consequences apply to students who for whatever reason. They may be:

- ◆ Required to repeat the course in the following year or repeat all courses/ the whole year
- ◆ Deemed ineligible for a particular course or courses in the Preliminary HSC.
- ◆ Expelled in accordance with the Department of Education and Training policy on *Suspension and Ex-pulsion of School Students Procedures* for unsatisfactory participation in learning.

### **Can I seek clarification for Assessment Task results?**

Students may request clarification of marks awarded for a particular task. This request must be made at the time the task is returned by the teacher. Assessment task clarification will concentrate on the faculty's procedures for determining the assessment mark. A teacher's professional judgement cannot be questioned in relation to the achievement of the criteria. Processes only may be challenged i.e. failure to follow school Assessment Policy or NSW Education Standards Authority (NESA) assessment policy.

### **What happens if I have transferred from another school or am going to another school?**

For students arriving at the school between the commencement of the assessment period and the final date of Preliminary HSC entry, the Principal may request information from the previous school. However, this information will only be used as a guide and will not form part of the assessment mark. This means that the student's Rank Order for each course will be determined on the basis of tasks which have been completed from the time of arrival of the student at school.

### **What if I Intend to Travel During the Preliminary or HSC Year?**

The following procedures need to be adopted if students are thinking about taking an overseas or interstate trip with their family. The student must realise that doing this can place their progress into the HSC Course in jeopardy. Any student who is taking leave needs to give the school notice. The Principal can approve up to 100 days leave. **More than 100 days leave requires the approval of the Regional Director.** Students in Year 11 are advised not to take or seek leave.

A two or three month trip would mean that the student will not have the right number of hours, and therefore the Principal will not be able to sign the form that says he/she has satisfactorily met the course requirements. In such a case the student may need to repeat the year of courses involved. To be given consideration for satisfactorily meeting course requirements a student returning from leave would need to demonstrate that they have caught up on all missed course work including class notes, course summaries and assessment tasks and worked toward achieving the outcomes of all courses.

### ***Procedure for leave application:***

1. Collect a copy of the Overseas or Interstate Variation to Studies form from D Block Office.
2. See the Head Teachers of all the subjects you study and ask them to complete the form.
3. Explain to your family the effect the trip will have on your Preliminary HSC Course results.
4. Get your parent/guardian's signature on the form after it has been completed.
5. Get your House Group Leader and Year Advisor to sign the forms.
6. Have the exemption form completed by your parents and returned to the Principal.
7. Make an appointment to discuss your proposed absence from school with the Principal.
8. Give your completed forms to the Head Teacher Administration for filing.
9. Complete an Absence from Assessment Task Form if it is known that you are going to miss an assessment task.



**What happens if I have COVID or if I need to isolate as a household contact?**

- ◆ If you test positive to COVID, submit Form A Illness and attach either:
  - A copy of the record from NSW Health register that you tested positive to COVID or
  - Dr certificate/medical evidence of COVID
- ◆ If you are in isolation as a close contact, submit Form B Misadventure/Absence and attach either:
  - A copy of the record from NSW Health register that your family member who lives with you tested positive to COVID or
  - A Dr certificate that states that you are in isolation or
  - A Dr certificate/medical evidence that states a household member has COVID

**Note: This is subject to change depending on NSW Health and DET information.**



# Illness Form

# FORM A

Use this form if student was ill and could not attend/submit assessment task.

## **SECTION 1**-completed by student/parent

Student's Name: \_\_\_\_\_ Year Group: \_\_\_\_\_

Subject/Course: \_\_\_\_\_

Class Teacher: \_\_\_\_\_

Nature of Assessment Task (eg; test, oral task, practical): \_\_\_\_\_

Date of Assessment Task: \_\_\_\_\_

Please explain circumstances of illness

\_\_\_\_\_  
\_\_\_\_\_

Note:

You must submit a Doctors Certificate explaining your illness. It must be dated the same day as the assessment task- a backdated certificate may not be accepted

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/carer/Executive: \_\_\_\_\_

Date: \_\_\_\_\_

Received by HT: \_\_\_\_\_

Date: \_\_\_\_\_

.....  
**SECTION 2- to be completed by HT**

Name: \_\_\_\_\_

Head Teacher Determination:

- Task to be accepted without penalty
- Missed task to be completed on \_\_\_\_\_ (date)
- Alternative task to be completed on \_\_\_\_\_ (date)
- An estimate to be given
- A zero mark to be awarded
- Extension granted by \_\_\_\_\_ (date)

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Section 3- Student acknowledgment**

*By signing this acknowledgment, I \_\_\_\_\_ accept the decision of the Head Teacher.*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If you disagree with the decision made here and wish to lodge an appeal complete an APPEALS FORM ( C ) and submit within 2 weeks of this decision to your Head Teacher or Deputy Principal.

Attach your N Award and supporting documentation to your appeal.



# Misadventure/Absence Form

# FORM B

Use this form if :

- Student has submitted/completed task however there were extenuating circumstances which have impacted a student's performance e.g death in family, vehicle accident etc
- An event has happened which has prohibited the student from completing the task which was **NOT** illness eg: funeral
- Student is representing the school or attending work placement/TAFE on the day of scheduled assessment

## **SECTION 1**-completed by student/parent

Student's Name: \_\_\_\_\_ Year Group: \_\_\_\_\_

Subject/Course: \_\_\_\_\_ Class Teacher: \_\_\_\_\_

Nature of Assessment Task (eg; test, oral task, practical): \_\_\_\_\_

Date of Assessment Task: \_\_\_\_\_

Please explain the reason for misadventure below

(if student is representing school/attending TAFE please use bottom of form)

---



---



---



---



---

Note:

If a student is seeking misadventure due to hardship or unforeseen circumstances, documentation must be provided with this form. For example: death notice/certificate, police report etc.

Student signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/carer/Executive: \_\_\_\_\_ Date: \_\_\_\_\_

Received by HT: \_\_\_\_\_ Date: \_\_\_\_\_

**Fill in this part if you are representing Greystanes High School and/or attending work placement/TAFE**

Reason for absence:

---



---



---



---

Teacher in charge: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SECTION 2- to be completed by HT**

Name: \_\_\_\_\_ Subject: \_\_\_\_\_

Head Teacher Determination:

- Task to be accepted without penalty
- Missed task to be completed on \_\_\_\_\_ (date)
- Alternative task to be completed on \_\_\_\_\_ (date)
- An estimate to be given
- A zero mark to be awarded
- Extension granted by \_\_\_\_\_ (date)

Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Head Teacher signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Section 3- Student acknowledgment**

*By signing this acknowledgment, I \_\_\_\_\_ accept the decision of the Head Teacher.*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

If you disagree with the decision made here and wish to lodge an appeal complete the APPEALS FORM and submit within 2 weeks of this decision to your Head Teacher or Deputy Principal.

Attach your N Award and supporting documentation to your appeal.

# Appeal Form

# FORM C

Greystanes High School

**Student's Name:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

Outcome of Illness Form or Misadventure/Absence Form from Assessment Task application from the Head Teacher and reason given for decision.

---

---

Copy of Absence from Assessment Task attached. \_\_\_\_\_ (Yes/No)

Additional information supporting the appeal attached. \_\_\_\_\_ (Yes/No)

### Statement by parent and student

---

---

---

---

---

---

\_\_\_\_\_*(Please attach further information if insufficient space)*

**Parent/Student Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

The **Appeal Panel** consists of Principal (or nominee) and two other executive other than the executive dealing with the original request.

**Appeal panel members:** \_\_\_\_\_

---

### Decision of Appeal Panel

---

---

---

---

\_\_\_\_\_*(Please attach further information if insufficient space)*

**Principal's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

- A copy of the completed form provided to the student.
- Original copy filed by Principal/DP.
- A copy to original Head Teacher.
- A copy of your N Award.

## Index of Subjects

LEARNING AREA	COURSE	PAGE
English	English Studies	23
	English Standard	24
	English Advanced	25
	English Extension 1	26
	English as an Additional Dialect	227
Mathematics	Mathematics Standard both Pathways 1 & 2	28
	Mathematics Advanced	29
	Mathematics Extension 1	30
Science	Biology	31
	Chemistry	32
	Investigating Science	33
	Physics	34
Human Society & Its Environment	Ancient History	35
	Business Studies	36
	Economics	37
	Legal Studies	38
	Modern History	39
Creative & Performing Arts	Music 1	40
	Visual Arts	41
Technological & Applied Studies (TAS)	Engineering Studies	42
	Industrial Technology - Timber	43
	Information Processes & Technology	44
	Design & Technology	45
	TAS—Food Technology	46
Personal Development, Health and Physical Education (PDHPE)	Community and Family Studies	47
	Personal Development, Health and Physical Education	48
	Sport, Lifestyle & Recreation	49
Vocational Education & Training (VET)	VET	50 - 52
	VET Construction	53
	VET Hospitality Food and Beverages	54
	VET Entertainment	55
Languages - Open High School		56
Technical & Further Education TAFE		56

<b>English - English Studies</b>				
		<b>Task 1 Mandatory Module</b>	<b>Task 2 Elective 1</b>	<b>Task 3 Elective 2</b>
	<b>Type of Task</b>	Written Report on community engagement	Module 1 Speech/Presentation	Yearly Examination
	<b>Date of Task</b>	Term 1 Week 8	Term 2 Week 6	Term 3, Week 9
	<b>Syllabus Weighting %</b>			
<b>Course Components</b>				
Knowledge and understanding of course content.	50	15	15	20
Skills in: <ul style="list-style-type: none"> <li>◆ comprehending texts</li> <li>◆ Communicating ideas</li> <li>◆ Using language accurately, appropriately and effectively.</li> </ul>	50	15	15	20
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		ES11-1, ES11-4, ES11-5, ES11-6	ES11-2, E11-S6, ES11-7, ES11-8	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-9, ES11-10

**Syllabus Outcomes:**

- ES11-1 comprehends and responds to a range of texts, including short and extended texts, literary texts and texts from academic, community, workplace and social contexts for a variety of purposes
- ES11-2 identifies and uses strategies to comprehend written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts
- ES11-3 gains skills in accessing, comprehending and using information to communicate in a variety of ways
- ES11-4 composes a range of texts with increasing accuracy and clarity in different forms
- ES11-5 develops knowledge, understanding and appreciation of how language is used, identifying specific language forms and features that convey meaning in texts
- ES11-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes
- ES11-7 represents own ideas in critical, interpretive and imaginative texts
- ES11-8 identifies and describes relationships between texts
- ES11-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and considers ways in which texts may influence, engage and persuade
- ES11-10 monitors and reflects on aspects of their individual and collaborative processes in order to plan for future learning

## English - English Standard

		<b>Task 1 Common module Reading to Write</b>	<b>Task 2 Module A Contemporary Possibilities</b>	<b>Task 3 Module B Yearly Examination</b>
	<b>Type of Task</b>	Imaginative Writing Portfolio	Multimodal Presentation	Extended Response
	<b>Date of Task</b>	Term 1 Week 9	Term 2 Week 9	Term 3 7-8
	<b>Syllabus Weighting %</b>			
<b>Course Components</b>				
Knowledge and understanding of course content.	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		EN11-3, EN11-5, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-5, EN11-7	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8

NB: For NESAs Assessment purposes the following allocations apply:

### **Syllabus Outcomes:**

- EN11-1 responds to and composes increasingly complex texts for understanding, interpretation, analysis, imaginative expression and pleasure
- EN11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EN11-3 analyses and uses language forms, features and structures of texts, considers appropriateness of or purpose, audience and context and explains effects on meaning
- EN11-4 applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts
- EN11-5 thinks imaginatively, creatively, interpretively and analytically to respond to and compose texts that include considered and detailed information, ideas and arguments
- EN11-6 investigates and explains the relationships between texts
- EN11-7 understands and explains the diverse ways texts can represent personal and public worlds
- EN11-8 identifies and explains cultural assumptions in texts and their effects on meaning
- EN11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner



## English - Advanced

		<b>Task 1 Common Module Reading to Write</b>	<b>Task 2 Module A Narratives that Shape our world</b>	<b>Task 3 Module B Critical Study of Literature</b>
	<b>Type of Task</b>	<b>Creative Writing Portfolio</b>	<b>Multimodal Presentation</b>	<b>Yearly Examination Extended Response</b>
	<b>Date of Task</b>	Term 1 Week 9	Term 1 Week 9	Term 3 Week 7-8
	<b>Syllabus Weighting %</b>			
<b>Course Components</b>				
Knowledge and understanding of course content.	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-9	EA11-1, EA11-2, EA11-3, EA11-4, EA11-5, EA11-6, EA11-7, EA11-8, EA11-9	EA11-1, EA11-3, EA11-4, EA11-5, EA11-7, EA11-8

NB: For NESAs Assessment purposes the following allocations apply:

### **Syllabus Outcomes:**

- EA11-1 responds to, composes and evaluates complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EA11-2 uses and evaluates processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies
- EA11-3 analyses and uses language forms, features and structures of texts considering appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning
- EA11-4 strategically uses knowledge, skills and understanding of language concepts and literary devices in new and different contexts
- EA11-5 thinks imaginatively, creatively, interpretively and critically to respond to, evaluate and compose texts that synthesise complex information, ideas and arguments
- EA11-6 investigates and evaluates the relationships between texts
- EA11-7 evaluates the diverse ways texts can represent personal and public worlds and recognises how they are valued
- EA11-8 explains and evaluates cultural assumptions and values in texts and their effects on meaning
- EA11-9 reflects on, evaluates and monitors own learning and adjusts individual and collaborative processes to develop as an independent learner

<b>English - Extension 1</b>				
<b>Course Components</b>	<b>Task Type</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Imaginative Response	Multimodal	Yearly Examination
	<b>Date of Task</b>	Term 1 Week 10	Term 2 Weeks 9-10	Term 3 Week 10
	<b>Syllabus Weighting %</b>			
Knowledge and understanding of texts and why they are valued	<b>50</b>	15	20	15
Skills in complex analysis composition and investigation	<b>50</b>	15	20	15
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes</b>		EE11-2, EE11-3, EE11-6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2, EE11-3, EE11-5

**Syllabus Outcomes:**

- EE11-1 demonstrates and applies considered understanding of the dynamic relationship between text, purpose, audience and context, across a range of modes, media and technologies
- EE11-2 analyses and experiments with language forms, features and structures of complex texts, evaluating their effects on meaning in familiar and new contexts
- EE11-3 thinks deeply, broadly and flexibly in imaginative, creative, interpretive and critical ways to respond to, compose and explore the relationships between sophisticated texts
- EE11-4 develops skills in research methodology to undertake effective independent investigation
- EE11-5 articulates understanding of how and why texts are echoed, appropriated and valued in a range of contexts
- EE11-6 reflects on and assesses the development of independent learning gained through the processes of research, writing and creativity

*NB. Extension as a one unit course is marked out of 50, with the total mark transformed as a mark out of 100.*

## English - English as an Additional Dialect

		<b>Task 1 Module C - Texts &amp; Society</b>	<b>Task 2 Module B - Close Study of Text</b>	<b>Task 3 Module A - Language &amp; Texts in Context</b>
	<b>Type of Task</b>	Multimodal Presentation	Extended Response	Yearly Examination
	<b>Date of Task</b>	Term 1 Week 9	Term 2 Week 9	Term 3 Week 7-8
	<b>Syllabus Weighting %</b>			
<b>Course Components</b>				
Knowledge and understanding of course content.	50	15	15	20
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	50	15	15	20
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		EAL11-1A, EAL11-2, EAL11-7, EAL11-9	EAL11-3 , EAL11-4, EAL11-8	EAL11-1B, EAL11-5, EAL11-6, EAL11-1A

NB: For BOS Assessment purposes the following allocations apply:

### **Syllabus Outcomes:**

- EAL11-1A responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure
- EAL11-1B communicates information, ideas and opinions in familiar personal, social and academic contexts
- EAL11-2 uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies
- EAL11-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning
- EAL11-4 applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts
- EAL11-5 thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts
- EAL11-6 investigates and explains the relationships between texts
- EAL11-7 understands and assesses the diverse ways texts can represent personal and public worlds
- EAL11-8 identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning
- EAL11-9 reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner

## Mathematics Standard (Both Pathways 1 & 2)

Course Component		Task 1	Task 2	Task 3
	Type of Task	Summary and Class Test	Assignment	Yearly Examination
	Date of Task	Term 1	Term 2	Term 3
	Syllabus Weighting %	Week 9	Week 9	Exam Period
<b>Component A</b> Understanding, fluency and communication	50	15	15	20
<b>Component B</b> Problem solving, reasoning and justification	50	15	15	20
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		MS11-1, MS11-2 MS11-3, MS11-4 MS11-5, MS11-6 MS11-9, MS11-10	MS11-2, MS11-3 MS11-4, MS11-7, MS11-9, MS11-10	All Outcomes

### **Syllabus Outcomes:**

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

<b>Mathematics Advanced</b>				
<b>Course Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Type of Task</b>	Assignment	Summary and Class Test	Yearly Examination
	<b>Date of Task</b>	Term 1 Week 7	Term 2 Week 9	Term 3 Exam Period
	<b>Syllabus Weighting %</b>			
<b>Component A</b> Understanding, fluency and communication	50	15	15	20
<b>Component B</b> Problem-solving, reasoning and justification	50	15	15	20
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		<b>MA11-1, MA11-2, MA11-3, MA11-9, MA11-8</b>	<b>MA11-1, MA11-5, MA11-4, MA11-6, MA11-9, MA11-8</b>	All Outcomes

**Syllabus Outcomes:**

- MA11-1** uses algebraic and graphical techniques to solve, and where appropriate, compare alternative solutions to problems
- MA11-2** uses the concepts of functions and relations to model, analyse and solve practical problems
- MA11-3** uses the concepts and techniques of trigonometry in the solution of equations and problems involving geometric shapes
- MA11-4** uses the concepts and techniques of periodic functions in the solutions of trigonometric equations or proof of trigonometric identities
- MA11-5** interprets the meaning of the derivative, determines the derivative of functions and applies these to solve simple practical problems
- MA11-6** manipulates and solves expressions using the logarithmic and index laws, and uses logarithms and exponential functions to solve practical problems
- MA11-7** uses concepts and techniques from probability to present and interpret data and solve problems in a variety of contexts, including the use of probability distributions
- MA11-8** uses appropriate technology to investigate, organise, model and interpret information in a range of contexts
- MA11-9** provides reasoning to support conclusions which are appropriate to the context

<b>Mathematics Extension 1</b>				
<b>Course Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Type of Task</b>	Summary and Class Test	Assignment	Yearly Examination
	<b>Date of Task</b>	Term 1	Term 2	Term 3
	<b>Syllabus Weighting %</b>	Week 8	Week 8	Exam Period
<b>Component A</b> Understanding, fluency and communication	50	15	15	20
<b>Component B</b> Problem-solving, reasoning and justification	50	15	15	20
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		<b>ME11-1, ME11-2, ME11-6, ME11-7</b>	<b>ME11-5, ME11-6, ME11-7</b>	All Outcomes

***Syllabus Outcomes:***

- ME11-1** uses algebraic and graphical concepts in the modelling and solving of problems involving functions and their inverses
- ME11-2** manipulates algebraic expressions and graphical functions to solve problems
- ME11-3** applies concepts and techniques of inverse trigonometric functions and simplifying expressions involving compound angles in the solution of problems
- ME11-4** applies understanding of the concept of a derivative in the solution of problems, including rates of change, exponential growth and decay and related rates of change
- ME11-5** uses concepts of permutations and combinations to solve problems involving counting or ordering
- ME11-6** uses appropriate technology to investigate, organise and interpret information to solve problems in a range of contexts
- ME11-7** communicates making comprehensive use of mathematical language, notation, diagrams and graphs

<b>Biology</b>				
<b>Course Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Type of Task</b>	Cells practical test	Depth Study Research and Investigation	Yearly Examination
	<b>Date of Task</b>	Term 1 Week 9	Term 2 Week 5-7	Term 3 Exam Period
	<b>Syllabus Weighting %</b>			
Skills in working scientifically	60	25	25	10
Knowledge and Understanding	40	5	5	30
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		BIO11-3, BIO11-4, BIO11-8	BIO11-1, BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-11 OR BIO11-1, BIO11-2, BIO11-7, BIO11-10	All outcomes

**Syllabus Outcomes:**

- BIO11-1 develops and evaluates questions and hypotheses for scientific investigation
- BIO11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- BIO11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- BIO11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- BIO11-5 analyses and evaluates primary and secondary data and information
- BIO11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- BIO11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- BIO11-8 describes single cells as the basis for all life by analysing and explaining cells' ultrastructure and biochemical processes
- BIO11-9 explains the structure and function of multicellular organisms and describes how the coordinated activities of cells, tissues and organs contribute to macroscopic processes in organisms
- BIO11-10 describes biological diversity by explaining the relationships between a range of organisms in terms of specialisation for selected habitats and evolution of species
- BIO11-11 analyses ecosystem dynamics and the interrelationships of organisms within the ecosystem

**Disclaimer:** At the time of printing the Year Handbook, the above mentioned assessment tasks are in the planning stage and have not been reviewed for the new Science curriculum that will be implemented. Students will be provided with a revised copy of the new assessments.

<b>Chemistry</b>				
<b>Course Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Type of Task</b>	Depth Study Research and Investigation	Processing data and Information	Yearly Examination
	<b>Date of Task</b>	Term 1 Week 7-10	Term 2 Week 7	Term 3 Exam Period
	<b>Syllabus Weighting %</b>			
Skills in working scientifically	60	20	20	20
Knowledge and understanding	40	10	10	20
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		CH11-2, CH11-3 CH11-4, CH11-7 CH11-8,	CH11-2, CH11-3 CH11-4, CH11-6, CH11-9	All outcomes CH11-1 to CH11-7 and CH11-8 to CH11-11

**Syllabus Outcomes:**

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

**Disclaimer:** At the time of printing the Year Handbook, the above mentioned assessment tasks are in the planning stage and have not been reviewed for the new Science curriculum that will be implemented. Students will be provided with a revised copy of the new assessments.



Investigating Science				
Course Component		Task 1	Task 2	Task 3
	Type of Task	Depth study Research and Investigation	Processing data and Information	Yearly Examination
	Date of Task	Term 1 Week 4-10	Term 2 Week 8-9	Term 3 Exam Period
	Syllabus Weighting %			
Skills in working scientifically	60	20	20	20
Knowledge and understanding	40	10	10	20
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		INS11-3, INS11-4 INS11-8,	INS11-2, INS11-3 INS11-4, INS11-5, INS11-6, INS11-7,	All outcomes

### **Syllabus Outcomes:**

- INS11-1 develops and evaluates questions and hypotheses for scientific investigation
- INS11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- INS11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- INS11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- INS11-5 analyses and evaluates primary and secondary data and information
- INS11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- INS11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- INS11-8 identifies that the collection of primary and secondary data initiates scientific investigations
- INS11-9 examines the use of inferences and generalisations in scientific investigations
- INS11-10 develops, and engages with, modelling as an aid in predicting and simplifying scientific objects and processes
- INS11-11 describes and assesses how scientific explanations, laws and theories have developed

**Disclaimer:** At the time of printing the Year Handbook, the above mentioned assessment tasks are in the planning stage and have not been reviewed for the new Science curriculum that will be implemented. Students will be provided with a revised copy of the new assessments.

<b>Physics</b>				
<b>Course Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Type of Task</b>	Topic test, processing data and Information	Depth Study Research and Investigation	Yearly Examination
	<b>Date of Task</b>	Term 1 Week 8	Term 2 Week 4 and Term 3 Week 2	Term 3 Exam Period
	<b>Syllabus Weighting %</b>			
Skills in working scientifically	60	15	25	20
Knowledge and understanding	40	15	5	20
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-8	PH11-1, PH11-2, PH11-3, PH11-4, PH11-5, PH11-6, PH11-7, PH11-10	All outcomes

**Syllabus Outcomes:**

- PH11-1 develops and evaluates questions and hypotheses for scientific investigation
- PH11-2 designs and evaluates investigations in order to obtain primary and secondary data and information
- PH11-3 conducts investigations to collect valid and reliable primary and secondary data and information
- PH11-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media
- PH11-5 analyses and evaluates primary and secondary data and information
- PH11-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes
- PH11-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose
- PH11-8 describes and analyses motion in terms of scalar and vector quantities in two dimensions and makes quantitative measurements and calculations for distance, displacement, speed, velocity and acceleration
- PH11-9 describes and explains events in terms of Newton's Laws of Motion, the law of conservation of momentum and the law of conservation of energy
- PH11-10 explains and analyses waves and the transfer of energy by sound, light and thermodynamic principles
- PH11-11 explains and quantitatively analyses electric fields, circuitry and magnetism

**Disclaimer:** At the time of printing the Year Handbook, the above mentioned assessment tasks are in the planning stage and have not been reviewed for the new Science curriculum that will be implemented. Students will be provided with a revised copy of the new assessments.

<b>Ancient History</b>				
<b>Course Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Type of Task</b>	<b>Research and Essay</b> Historical Investigation	<b>Source Analysis</b> Investigating Ancient History/ Case Study	Yearly Examination
	<b>Date of Task</b>	Term 1 Week 9	Term 2 Week 8	Term 3 Exam Period
	<b>Syllabus Weighting %</b>			
Knowledge and understanding of course content	40	10	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	10
Historical inquiry and research	20	10	10	
Communication of historical understanding in appropriate forms	20	5	5	10
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		AH11-6, AH11-7 AH11-9, AH11-10	AH11-3, AH11-4 AH11-5, AH11-6 AH11-8, AH11-9	AH11-1, AH11-2 AH11-6, AH11-7 AH11-9

### **Syllabus Outcomes:**

- AH11-1 describes the nature of continuity and change in the ancient world
- AH11-2 proposes ideas about the varying causes and effects of events and developments
- AH11-3 analyses the role of historical features, individuals and groups in shaping the past
- AH11-4 accounts for the different perspectives of individuals and groups
- AH11-5 examines the significance of historical features, people, places, events and developments of the ancient world
- AH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- AH11-7 discusses and evaluates differing interpretations and representations of the past
- AH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- AH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- AH11-10 discusses contemporary methods and issues involved in the investigation of ancient history

<b>Business Studies</b>				
<b>Course Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Type of Task</b>	Stimulus Based Task	Business Report Essay	Yearly Examination
	<b>Date of Task</b>	Term 1 Week 8/9	Term 2 Week 7/8	Term 3 Exam Period
	<b>Syllabus Weighting %</b>			
Knowledge and understanding	40	10		30
Inquiry and research	20		15	5
Communication of Business Information	20		15	5
Stimulus based skills	20	20		
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		P 1-4	P5, P7, P8, P9	P 1-6, P8-10

***Syllabus Outcomes:***

- P1 discusses the nature of business, its role in society and types of business structure
- P2 explains the internal and external influences on businesses
- P3 describes the factors contributing to the success or failure of small to medium enterprises
- P4 assesses the processes and interdependence of key business functions
- P5 examines the application of management theories and strategies
- P6 analyses the responsibilities of business to internal and external stakeholders
- P7 plans and conducts investigations into contemporary business issues
- P8 evaluates information for actual and hypothetical business situations
- P9 communicates business information and issues in appropriate formats
- P10 applies mathematical concepts appropriately in business situations

<b>Economics</b>				
<b>Course Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Type of Task</b>	Stimulus Based Task	Research Task	Yearly Examination
	<b>Date of Task</b>	Term 1 Week 8/9	Term 2 Week 8/9	Term 3 Exam Period
	<b>Syllabus Weighting %</b>			
Knowledge and understanding	40	15	5	40
Communication of economic information	20	5	10	
Inquiry and research	20		15	
Stimulus based skills	20	10		
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		P1, P3, P5,P8 P10, P11	P2, P4, P6, P7, P9, P12	P1 - 8, P10 - 11

**Syllabus Outcomes:**

- P1 demonstrates understanding of economic terms, concepts and relationships
- P2 explains the economic role of individuals, firms and government in an economy
- P3 describes, explains and evaluates the role and operation of markets
- P4 compares and contrasts aspects of different economies
- P5 analyses the relationship between individuals, firms, institutions and government in the Australian economy
- P6 explains the role of government in the Australian economy
- P7 identifies the nature and causes of economic problems and issues for individuals, firms and governments
- P8 applies appropriate terminology, concepts and theories in economic contexts
- P9 selects and organises information from a variety of sources for relevance and reliability
- P10 communicates economic information, ideas and issues in appropriate forms
- P11 applies mathematical concepts in economic contexts
- P12 works independently and in groups to achieve appropriate goals in set timelines

<b>Legal Studies</b>				
<b>Course Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Type of Task</b>	The Legal System Stimulus Task	Law Reform Essay	Yearly Examination
	<b>Date of Task</b>	Term 1 Week 8	Term 2 Week 8	Term 3 Exam Period
	<b>Syllabus Weighting %</b>			
Knowledge and understanding	40	10	10	20
Analysis & evaluation	20	5	5	10
Inquiry & research	20	10	10	
Communication of Legal information, ideas & issues in appropriate forms	20	5	5	10
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		P1, P2, P3, P5 P6, P8, P10	P1, P3, P4, P7, P8, P9, P10	P1, P2, P3, P4, P5 P6, P7, P9,

### ***Syllabus Outcomes:***

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

<b>Modern History</b>				
<b>Course Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Type of Task</b>	<b>Arab Israeli Essay</b>	<b>Historical Investigation</b>	<b>Yearly Examination</b>
	<b>Date of Task</b>	Term 1	Term 2	Term 3
	<b>Syllabus Weighting %</b>	Week 8	Week 5	Exam Period
Knowledge and understanding of course content	40	10	10	20
Historical skills in the analysis and evaluation of sources and interpretations	20	5	5	10
Historical inquiry and research	20	10	10	
Communication of historical understanding in appropriate forms	20	5	5	10
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5, MH11-6, MH11-7, MH11-9

**Syllabus Outcomes:**

- MH11-1 describes the nature of continuity and change in the modern world
- MH11-2 proposes ideas about the varying causes and effects of events and developments
- MH11-3 analyses the role of historical features, individuals and groups in shaping the past
- MH11-4 accounts for the different perspectives of individuals and groups
- MH11-5 examines the significance of historical features, people, places, events and developments of the modern world
- MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
- MH11-7 discusses and evaluates differing interpretations and representations of the past
- MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
- MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms
- MH11-10 discusses contemporary methods and issues involved in the investigation of modern history

<b>Music 1</b>				
<b>Course Components</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Type of Task</b>	Performance & Composition	Viva Voce & Aural	Yearly Examination Performance/Arrangement/Aural
	<b>Date of Task</b>	Term 1 Week 8	Term 2 Week 7/8	Term 3 Exam Period
	<b>Syllabus Weighting %</b>			
Performance	25	10		15
Composition	25	15		10
Musicology	25		25	
Aural	25		10	15
<b>Task Weighting %</b>	<b>100</b>	<b>25</b>	<b>35</b>	<b>40</b>
<b>Outcomes</b>		P1, P3, P9, P10	P2, P4, P5, P7	P1, P6, P8, P11

### ***Syllabus Outcomes:***

- P1 performs music that is characteristic of the topics studied.
- P2 observes, reads, interprets and discusses simple musical scores characteristic of topics studied.
- P3 improvises and creates melodies, harmonies and rhythmic accompaniments for familiar sound sources reflecting the cultural and historical contexts studied.
- P4 recognises and identifies the concepts of music and discusses their use in a variety of musical styles.
- P5 comments on and constructively discusses performances and compositions.
- P6 observes and discusses concepts of music in works representative of the topics studied.
- P7 understands the capabilities of performing media, explores and uses current technologies as appropriate to the topics studied.
- P8 identifies, recognises, experiments with and discusses the use of technology in music
- P9 performs as a means of self-expression and communication.
- P10 demonstrates a willingness to participate in performance, composition, musicology and aural activities.
- P11 demonstrates a willingness to accept and use constructive criticism.



<b>Visual Arts</b>				
<b>Course Components</b>	<b>Type of Task</b>	<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
		Body of Work	Essay	Yearly Examination & Body Of Work
	<b>Date of Task</b>			
	<b>Syllabus Weighting %</b>	Term 2 Week 6	Term 2 Week 10	Term 3 Exam Period
Art Criticism and Art History	<b>50</b>		30	20%
Visual Arts Process Diary (VAPD) & Art Making	<b>50</b>	30		20%
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		<b>P1, P2, P3, P4, P5, P6</b>	<b>P8, P10</b>	<b>P 1- P10</b>

**Syllabus Outcomes:**

- P1** Explores the conventions of practice in artmaking.
- P2** Explores the roles and relationships between the concepts of artist, artwork, world and audience.
- P3** Identifies the frames as the basis of understanding expressive representation through the making of art.
- P4** Investigates subject matter and forms as representations in artmaking.
- P5** Investigates ways of developing coherence and layers of meaning in the making of art.
- P6** Explores a range of material techniques in ways that support artistic intentions.
- P7** Explores the conventions of practice in art criticism and art history.
- P8** Explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art.
- P9** Identifies the frames as the basis of exploring different orientations to critical and historical investigations of art.
- P10** Explores ways in which significant art histories, critical narratives and other documentary accounts of the visual arts can be constructed.

<b>Engineering Studies</b>				
<b>Course Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Type of Task</b>	Engineering Report	Topic Test	Yearly Examination
	<b>Date of Task</b>	Term 1 Week 9	Term 2 Week 8	Term 3 Exam Period
	<b>Syllabus Weighting %</b>			
Knowledge and understanding of course content	40%	15%	15%	15%
Knowledge and skills in research, problem solving and communication related to engineering practice	60%	15%	15%	25%
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		P2.2, P3.2, P4.2, P4.3, P5.1, P5.2, P6.1, P6.2	P1.1, P2.1, P2.2, P3.2, P3.2, P3.3	P1.1, P1.2, P2.1, P2.2, P3.1, P3.3, P4.1, P4.2, P4.3

### **Syllabus Outcomes:**

- P1.1 identifies the scope of engineering and recognises current innovations.
- P1.2 describes the types of materials, components and processes and explains their implications for engineering development.
- P2.1 explains the relationship between properties, uses and applications of materials in engineering.
- P2.2 describes the nature of engineering in specific fields and its importance to society.
- P3.1 uses mathematical, scientific and graphical methods to solve problems of engineering practice.
- P3.2 develops written, oral and presentation skills and applies these to engineering reports.
- P3.3 applies graphics as a communication tool.
- P4.1 describes developments in technology and their impact on engineering products.
- P4.2 describes the influence of technological change on engineering and its effect on people.
- P4.3 identifies the social, environmental and cultural implications of technological change in engineering.
- P5.1 demonstrates the ability to work both individually and in teams.
- P5.2 applies management and planning skills related to engineering.
- P6.1 applies knowledge and skills in research and problem-solving related to engineering.
- P6.2 applies skills in analysis, synthesis and experimentation related to engineering.

<b>Industrial Technology - Timber</b>				
<b>Course Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Type of Task</b>	Industry Study Report	Major Project	Yearly Examination
	<b>Date of Task</b>	Term 1 Week 9	Term 3 Week 6	Term 3 Exam Period
	<b>Syllabus Weighting %</b>			
Knowledge and understanding of course content	40	15		25
Knowledge and skills in the management, communication and production of projects	60	10	40	10
<b>Task Weighting %</b>	<b>100</b>	<b>25</b>	<b>40</b>	<b>35</b>
<b>Outcomes</b>		P1.1, P1.2, P3.2, P4.4, P5.1, P6.1, P6.2, P7.1, P7.2	P2.2, P3.1, 3.3, P4.1, P4.2, P4.3, P5.2,	P1.1, P1.2, P2.1, P4.3, P5.1, P6.1, P6.2, P7.1, P7.2

### **Syllabus Outcomes:**

- P1.1 describes the organisation and management of an individual business within the focus area industry.
- P1.2 identifies appropriate equipment, production and manufacturing techniques, including new and developing technologies.
- P2.1 describes and uses safe working practices and correct workshop equipment maintenance
- P2.2 works effectively in team situations.
- P3.1 sketches, produces and interprets drawings in the production of projects.
- P3.2 applies research and problem-solving skills.
- P3.3 demonstrates appropriate design principles in the production of projects.
- P4.1 demonstrates a range of practical skills in the production of projects.
- P4.2 demonstrates competency in using relevant equipment, machinery and processes.
- P4.3 identifies and explains the properties and characteristics of materials/components through the production of projects.
- P5.1 uses communication and information processing skills.
- P5.2 uses appropriate documentation techniques related to the management of projects.
- P6.1 identifies the characteristics of quality manufactured products.
- P6.2 identifies and explains the principles of quality and quality control
- P7.1 identifies the impact of one related industry on the social and physical environment
- P7.2 identifies the impact of existing, new and emerging technologies of one related industry on society and the environment

## INFORMATION PROCESSES & TECHNOLOGY

Course Component		Task 1	Task 2	Task 3
	Type of Task	Solo Project	Group Project/ Topic Test	<i>Yearly Exam</i>
	Date of Task	Term 1	Term 2	Term 3
	Syllabus Weighting %	Week 9	Week 9	Exam Period
Introduction to Information Skills and Systems	20	10		10
Tools for Information Processes	50	15	15	20
Developing Information systems	30	5	15	10
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		P1.1, P1.2, P2.1, P2.2	P5.1, P6.1, P6.2, P7.1, P7.2	P1.1, P1.2, P2.1, P2.2, P3.1, P4.1, P5.1, P6.1, P6.2

### ***Syllabus Outcomes:***

- P1.1 describes the nature of information processes and information technology.
- P1.2 classifies the functions and operations of information processes and information technology.
- P2.1 identifies the information processes within and information system.
- P2.2 recognises the interdependence between each of the information processes.
- P3.1 identifies social and ethical issues.
- P4.1 describes the historical development of information systems and relates these to current and emerging technologies.
- P5.1 selects and ethically uses computers based and non computer based resources and tools to process information.
- P6.1 analyses and describes an identified need.
- P6.2 generates ideas, considers alternatives and develops solutions for a defined need.
- P7.1 recognises and applies management and communication techniques to project work.
- P7.2 uses technology to support group work.

<b>Design and Technology</b>				
<b>Course Component</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Type of Task</b>	<i>The Designer at Work</i>	<i>Design Project</i>	<i>Yearly Exam</i>
	<b>Date of Task</b>	Term 1	Term 2	Term 3
	<b>Syllabus Weighting %</b>	Week 7	Week 8	Exam Period
Presentation of research skills	25	25%		
Design & Management	20		20%	
Knowledge & Understanding	35			35%
Knowledge and skills in designing	20		20%	
	<b>100</b>	25%	40%	35%
<b>Outcomes</b>		<b>P1.1, P2.1, P6.1, P3.1, P5.1</b>	<b>P1.1, P2.1, P2.23.1, P4.1, P4.2, P3.1,</b>	<b>P2.1, P4.1, P5.2, P5.3, P6.2</b>

**Syllabus Outcomes:**

- P1.1** Examines design theory and practice, and considers the factors affecting designing and producing in design projects.
- P2.1** Identifies design and production processes in domestic, community, industrial and commercial settings.
- P2.2** Explains the impact of a range of design and technology activities on the individual, society and the environment through the development of projects.
- P3.1** Investigates and experiments with techniques in creative and collaborative approaches in designing and producing.
- P4.1** Uses design processes in the development and production of design solutions to meet identified needs and opportunities.
- P4.2** Uses resources effectively and safely in the development and production of design solutions P4.3 evaluates the processes and outcomes of designing and producing.
- P4.3** Evaluates the processes and outcomes of designing and producing.
- P5.1** Uses a variety of management techniques and tools to develop design projects.
- P5.2** Communicates ideas and solutions using a range of techniques.
- P5.3** Uses a variety of research methods to inform the development and modification of design ideas.
- P6.1** Investigates a range of manufacturing and production processes and relates these to aspects of design projects.
- P6.2** Evaluates and uses computer-based technologies in designing and producing.

<b>TAS - Food Technology</b>				
<b>Course Components</b>		<b>Task 1</b>	<b>Task 2</b>	<b>Task 3</b>
	<b>Type of Task</b>	Food Availability and Selection Research Task	Food Quality and Nutrition Experimentation and Preparation	Yearly Examination
	<b>Date of Task</b>	Term 1 Week 7	Term 2 Week 8	Term 3 Exam Period
	<b>Syllabus Weighting %</b>			
Knowledge and understanding of course content	<b>40</b>	5%	5%	30%
Knowledge and skills in designing, researching, analysing and evaluating	<b>30</b>	25%	5%	
Skills in experimenting with and preparing food by applying theoretical concepts	<b>30</b>		30%	
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>40</b>	<b>30</b>
<b>Outcomes</b>		<b>P3.2, P4.1, P4.4</b>	<b>P2.2, P3.2, P4.1, P4.4</b> <b>P2.1, P3.1, P4.3, P5.1</b>	<b>P1.1, P1.2, P4.2, P5.1</b>

**Syllabus Outcomes:**

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

## Community and Family Studies

Course Components		Task 1	Task 2	Task 4
	Type of Task	Critical Analysis	Case Study	Yearly Examination
	Date of Task	Term 1 Week 8	Term 2 Week 5	Term 3 Exam Period
	Syllabus Weighting %			
Knowledge and understanding	40	10	10	20
Skills in Critical thinking, research methodology , analysis and communicating	60	20	20	20
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		P1.1, P1.2, P4.1 P5.1, P6.1	P2.1, P2.3, P4.1	Emphasis on P2.4, P3.1, P3.2, P4.2, P6.1, P6.2

### **Syllabus Outcomes:**

- P1.1 describes the contribution an individual's experiences, values, attitudes and beliefs make to the development of goals.
- P1.2 proposes effective solutions to resource problems.
- P2.1 accounts for the roles and relationships that individuals adopt within groups.
- P2.2 describes the role of the family and other groups in the socialisation of individuals.
- P2.3 examines the role of leadership and group dynamics in contributing to positive interpersonal relationships and achievement.
- P2.4 analyses the inter-relationships between internal and external factors and their impact on family functioning.
- P3.1 explains the changing nature of families and communities in contemporary society.
- P3.2 analyses the significance of gender in defining roles and relationships.
- P4.1 utilises research methodology appropriate to the study of social issues.
- P4.2 presents information in written, oral and graphic form.
- P5.1 applies management processes to maximise the efficient use of resources.
- P6.1 distinguishes those actions that enhance wellbeing.
- P6.2 uses critical thinking skills to enhance decision-making.

## Personal Development, Health and Physical Education

Course Components		Task 1	Task 2	Task 4
	Type of Task	Movement Analysis	In Class Task	Yearly Examination
	Date of Task	Term 1 Week 9	Term 2 Week 8	Term 3 Exam Period
	Syllabus Weighting %			
<b>Knowledge and Understanding of:</b> - factors that affect health - the way the body moves	<b>40</b>	10	10	20
<b>Skills in :</b> - critical thinking, research and analysis and communicating	<b>60</b>	20	20	20
<b>Task Weighting %</b>	<b>100</b>	<b>30</b>	<b>30</b>	<b>40</b>
<b>Outcomes</b>		P7, P8, P9, P11, P17	P1, P2, P3,P4 P5, P6,P15,P16	P1 - P12, P14- P17

### **Syllabus Outcomes:**

- P1 identifies and examines why people give different meanings to health and to physical activity.
- P2 explains how nutrition, physical activity, drug use and relationships affect personal health.
- P3 recognises that health is determined by sociocultural, economic and environmental factors.
- P4 identifies aspects of health over which individuals can exert some control.
- P5 plans for and can implement actions that can support the health of others.
- P6 proposes actions that can improve and maintain personal health.
- P7 explains how body structures influence the way the body moves.
- P8 describes the components of physical fitness and explains how they are monitored.
- P9 describes biomechanical factors that influence the efficiency of the body in motion.
- P10 plans for participation in physical activity to satisfy a range of individual needs.
- P11 assesses and monitors physical fitness levels and physical activity patterns.
- P12 demonstrates strategies for the assessment, management and prevention of injuries in first aid settings (Option 1).
- P13 develops, refines and performs movement compositions in order to achieve a specific purpose (Option 2).
- P14 demonstrates the technical and interpersonal skills necessary to participate safely in challenging outdoor recreation activities (Option 4).
- P15 forms opinions about health-promoting actions based on a critical examination of relevant information.
- P16 utilises a range of sources to draw conclusions about health and physical activity concepts.
- P17 analyses factors influencing movement and patterns of participation.



## Sport, Life and Recreation

Course Component		Task 1	Task 2	Task 3
	Type of Task	Research Project and Presentation	Practical Assessments	Yearly Examination
	Date of Task	Term 2 Week 8	Ongoing	Term 3 Exam Period
	Syllabus Weighting %			
Module 1	10	5		5
Module 2	20	15		5
Module 3	20			20
Skills	50		50	
<b>Task Weighting %</b>	<b>100</b>	<b>20</b>	<b>50</b>	<b>30</b>
<b>Outcomes</b>		P1.2, P1.3, P2.1, P2.2, P2.3, P2.5, P3.2, P3.3, P4.4, P5.3, P5.4, P5.5	P1.1, P1.3, P2.1, P3.1, P3.2, P4.1, P4.2, P4.4, P5.1, P5.5	P1.2, P1.3, P1.5, P1.4, P2.1, P2.2, P2.5, P3.5, P4.3, P4.5

### **Syllabus Outcomes:**

- P1.1 applies the rules and conventions that relate to participation in a range of physical activities.
- P1.2 explains the relationship between physical activity, fitness and healthy lifestyle.
- P1.3 demonstrates ways to enhance safety in physical activity.
- P1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia.
- P1.5 critically analyses the factors affecting lifestyle balance and their impact on health status.
- P1.6 describes administrative procedures that support successful performance outcomes.
- P2.1 explains the principles of skill development and training.
- P2.2 analyses the fitness requirements of specific activities.
- P2.3 selects and participates in physical activities that meet individual needs, interests and abilities.
- P2.4 describes how societal influences impact on the nature of sport in Australia.
- P2.5 describes the relationship between anatomy, physiology and performance.
- P3.1 selects appropriate strategies and tactics for success in a range of movement contexts.
- P3.2 designs programs that respond to performance needs.
- P3.3 measures and evaluates physical performance capacity.
- P3.4 composes, performs and appraises movement.
- P3.5 analyses personal health practices.
- P3.6 assesses and responds appropriately to emergency care situations.
- P3.7 analyses the impact of professionalism in sport.
- P4.1 plans strategies to achieve performance goal.
- P4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context.
- P4.3 makes strategic plans to overcome the barriers to personal and community health.
- P4.4 demonstrates competence and confidence in movement contexts.
- P4.5 recognises the skills and abilities required to adopt roles that support health.
- P5.1 accepts responsibility for personal and community health.
- P5.2 willingly participates in regular physical activity.
- P5.3 values the importance of an active lifestyle.
- P5.4 values the features of a quality performance.
- P5.5 strives to achieve quality in personal performance.

## Vocational Education and Training (VET) Courses – either Board Developed or Board Endorsed:

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate. They enable students to study courses which are relevant to industry needs and have clear links to post-school destinations. These courses allow students to gain both Higher School Certificate qualifications and accreditation with industry and the workplace as part of the Australian Qualifications Framework (AQF). The national framework is recognised across Australia and helps students to move easily between the various education and training sectors and employment. These courses each have a specific workplace component and a minimum number of hours students spend in the workplace or a simulated workplace at school. Students receive special documentation showing the competencies gained. Some of these courses will be delivered by schools, while others will be delivered by TAFE or other providers. These VET courses are referred to as TVET courses.

Further information about VET courses appears in the section listing the HSC Courses available.



Education  
& Training



Australian Government

Australian Skills Quality Authority

## Life Skills Courses as part of a Special Program of Study.

Stage 6 (Years 11 and 12) Life Skills courses will be available for students following a Special Program of Study for the Higher School Certificate.

Students accessing a Special Program of Study in Stage 6 will, in general, need to have completed at least four Generic Life Skills courses within a Special Program of Study in Stage 5 (Years 9 and 10). Further, participation in a Special Program of Study will be based upon an individual transition-planning process which will occur for both the Preliminary and HSC years.

Life Skills courses will have Board Developed status and can be used in place of other Board Developed Courses to meet requirements for the award of the Higher School Certificate. Each Life Skills course comprises a 2 unit Preliminary course and a 2 unit HSC course.

NESA expects that most students would meet the outcomes for a 2 unit Preliminary course and a 2 unit HSC course over approximately 240 indicative hours in total (that is, 120 indicative hours in each course).

NESA has developed 2 Unit Life Skills Courses for Stage 6 in:

English Life Skills

Science Life Skills

Mathematics Life Skills

Creative Arts Life Skills

PDHPE Life Skills

TAS Life Skills

Citizenship & Society Life Skills

Work & Community Life Skills

# Vocational Education & Training (VET)

## Course requirements

Students must attempt:

- \* **ALL** compulsory units of competency for their Industry Framework
- \* **AND** a selection of elective units of competency to varying levels of indicative hours depending on the Industry Framework being undertaken.

**Work placement is a mandatory HSC requirement within all VET frameworks and appropriate hours have been assigned to each course.**

## Assessment

An external written Higher School Certificate examination will be conducted for VET framework Courses. This examination is optional. Students undertaking a VET framework course will nominate during their HSC year whether or not they elect to undertake the external written examination. Students who undertake the examination can have their mark contribute to their ATAR.

The examination is independent of the competency-based assessment undertaken during the course and has no impact on student eligibility for AQF qualifications.

The courses within the Industry Curriculum Frameworks are **competency-based** courses. The AQTF requires that a competency-based approach to assessment be used and that a record be held by the RTO of the competencies achieved.

In a competency-based course, assessment of competencies is standards-referenced. This means that a participant's performance is judged against a prescribed standard contained in each unit of competency, not against the performance of other participants.

The purpose of assessment is to judge competence on the basis of performance against the performance criteria set out under each element of competency. **A participant is judged either 'competent' or 'not yet competent'**. This judgement is made on the basis of a range of evidence, which may be in a variety of forms.

Competency-based assessment is based on the requirements of the workplace. Competence incorporates all aspects of work performance, including problem-solving and the capacity to apply skills and knowledge in both familiar and new situations. Assessment of competence involves the assessment of skills and knowledge combined.

A number of elements of competency or even several units of competency can be assessed together. This method of assessment is encouraged in line with the concept of competence as the integration of a wide range of skills, knowledge and attitudes. A qualified assessor must conduct assessment.



Note: Information provided in this booklet is accurate at time of publication. It may be varied at the discretion of the NSW Vocational Education & Training Accreditation Board



## VOCATIONAL EDUCATION AND TRAINING PUBLIC SCHOOLS NSW, MACQUARIE PARK RTO 90222

### Vocational Education and Training (VET) Courses

Public Schools NSW, Macquarie Park RTO 90222 is accredited as a Registered Training Organisation (RTO) to deliver and assess VET qualifications to secondary students.

By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive the AQF VET qualification Certificate I, II or III, students must meet the assessment requirements of the Industry Training Package (<http://training.gov.au>).

Students will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. When a student achieves a unit of competency it is signed off by a qualified assessor. To achieve the qualification students must be deemed competent in all units of competency.

Vocational Education and Training (VET) courses are offered as part of the Higher School Certificate (HSC) or Record of School Achievement (RoSA). VET courses are designed to deliver workplace-specific skills and knowledge and cover a wide range of careers and industries. VET courses for secondary students are developed by the NSW Educational Standards Authority (NESA) and are based on National Training packages.

VET courses allow students to gain both HSC or RoSA qualifications and a national qualification or a statement of attainment recognised throughout Australia as part of the Australian Qualification Framework (AQF). These qualifications are widely recognised by industry, employers and tertiary training providers and will assist students to move to various education and training sectors and employment.

Board Developed VET courses are classified as Category B subjects and **ONLY ONE** may contribute to the calculation of the Australian Tertiary Admission Rank (ATAR). These courses have an optional HSC examination. Students wishing to include a VET course in the ATAR calculation must sit the HSC examination after they have completed a minimum of 4 Preliminary and/or HSC units.

Board Developed VET courses have specified workplace requirement and include 70 hours of industry specific **mandatory work placement** or simulated workplace hours at school as specified by NESA.

Board Endorsed VET Courses count towards the HSC or RoSA but do not have HSC examinations and therefore do not count in the calculations of the ATAR. Some Board Endorsed VET Courses have mandatory industry specific work placement.

Assessment in all VET courses is competency based. The student is assessed on what they can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students who have successfully achieved competency will have the skills and knowledge to complete workplace activities in a range of different situations and environments, to an industry standard of performance expected in the workplace.

Competency-based assessment materials are designed to ensure each learner has achieved all the outcomes (skills and knowledge) to the level of the qualification. Competency-based training is based on performance standards that have been set by industry.

Students will receive documentation showing any competencies achieved for the VET course undertaken (Transcript).

Due to the specific requirements of a VET course it is recommended students speak to the VET Coordinator, VET Teacher or Careers Adviser before choosing the course to ensure they are fully aware of the requirements and that the course is suitable for their individual needs, knowledge and skills.



**QUALIFICATION: CPC20221 Certificate II in Construction Pathways**

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

Course: <b>Construction</b> (240 indicative hours) Board Developed Course Number: <b>26201</b>	Total of 4 units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)		
The <b>CPC20211 Certificate II in Construction Pathways</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>CPC08 Construction, Plumbing and Services</b> Training Package (Release 9.4) ( <a href="https://training.gov.au/Training/Details/CPC08">https://training.gov.au/Training/Details/CPC08</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
<b>CPC20122 Certificate II in Construction Pathways      Units of Competency</b>			
<b>6 Core</b> CPCCOHS2001A Apply OHS requirements, policies and procedures in the construction industry CPCCCM1012A Work effectively and sustainably in the construction industry CPCCCM1013A Plan and organise work CPCCCM1013A Conduct workplace communication CPCCCM1015A Carry out measurements and calculations CPCCCM2001A Read and interpret plans and specifications <b>6 Electives</b> CPCCCA2002B Use carpentry tools and equipment-Group B	<b>6 Electives (cont.)</b> CPCCCA2011A Handle carpentry materials-Group B CPCCCM2006B Apply basic levelling procedures-Group H CPCCCO2013A Carry out concreting to simple forms-Group H CPCCJN2001A Assemble components-Group F CPCCJN2002B Prepare for offsite manufacturing processes-Group F <b>Additional units required to attain an HSC credential in this course</b> CPCCCA2003A Erect and dismantle formwork for footings and slabs on the ground CPCCCM2005B Use construction tools and equipment <b>#CPCCWHS1001</b> Prepare to work safely in the construction industry		
#Successful completion CPCCWHS1001 Prepare to work safely in the construction industry will lead to a General Construction Induction Card (White Card) issued by SafeWork NSW. This is a legal requirement before entering a construction site across Australia.			
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
<b>Pathways to Industry</b> Skills gained in this course transfer to other occupations. Working in the construction industry involves:			
communication	problem-solving	teamwork	initiative and enterprise
<b>Examples of occupations in the construction industry</b>			
Builder	shopfitter and joiner	bricklayer	
<b>Mandatory course requirements to attain an HSC credential in this course</b> Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
<b>Admission Requirements</b> To enrol in <b>CPC20211 Certificate II in Construction Pathways</b> , students require the physical ability to safely carry out manual activities such as lifting, carrying and shifting loads of materials and climbing, use construction tools and equipment and safely work with a variety of construction materials. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. There will be out of class homework, research activities, and assignments.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Optional HSC examination for ATAR purposes</b> The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: \$[80]      WhiteCard will be delivered by Advance OHS      \$100</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i>			
<b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			



The information may change due to Training Package and NSW Education Standards Authority (NESA) updates.

Course: <b>Hospitality</b> (240 indicative hours) Board Developed Course Number: <b>26511</b>		Total 4 of units of credit – Preliminary and/or HSC Category B status for Australian Tertiary Admission Rank (ATAR)	
The <b>SIT 20316 Certificate II in Hospitality</b> is accredited for the HSC and provides students with the opportunity to obtain this nationally recognised vocational qualification. This is known as dual accreditation.			
By enrolling in a VET qualification in NSW Public Schools Macquarie Park RTO 90222, you are choosing to participate in a program of study that will give you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, students must meet the assessment requirements of the <b>SIT Tourism, Travel and Hospitality</b> Training Package (Release 2) ( <a href="http://training.gov.au">http://training.gov.au</a> ). You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA.			
<b>SIT 20316 Certificate II in Hospitality</b>		<b>Units of Competency</b>	
<p><b>6 Core</b></p> <p>SITXWHS001 Participate in safe work practices BSBWOR203 Work effectively with others SITHIND002 Source and use information on the hospitality industry SITXCCS003 Interact with customers SITHIND003 Use hospitality skills effectively SITXCOM002 Show social and cultural sensitivity</p> <p><b>6 Electives</b></p> <p>SITXFSA001 Use hygienic practices for food safety; Group A</p>		<p>SITHFAB005 Prepare and serve espresso coffee; Group B SITHFAB007 Serve food and beverage; Group B SITXFSA002 Participate in safe food handling practices; Group B SITHFAB004 Prepare and serve non-alcoholic beverages; Group B SITHCCC003 Prepare and present sandwiches; Group B</p> <p><b>Additional units required to attain an HSC credential in this course</b></p> <p>SITHCCC001 Use food preparation equipment SITXCOM001 Source and present information Group B BSBSUS201 Participate in environmentally sustainable work practices Group B</p>	
Students may apply for Recognition of Prior Learning (RPL) and/or Credit Transfer provided suitable evidence is submitted.			
Pathways to Industry Skills gained in this course transfer to other occupations. Working in the hospitality industry involves:			
Supporting and working with colleagues to meet goals and provide a high level of customer service		Prepare for front of house service, manage resources, preparing and serving a range of food and beverages	
Examples of occupations in the Hospitality Industry			
Café Attendant	Food and Beverage Attendant	Barista	
<b>Mandatory course requirements to attain a HSC credential in this course</b> Students must complete a minimum of 70 hours work placement over two years to practise and extend their learning.			
<b>Admission Requirements</b> To enrol in <b>SIT 20316 Certificate II in Hospitality</b> , students should be interested in working in a hospitality environment preparing and serving food and beverages to customers. They should be able to lift and carry equipment and use hand held and larger commercial equipment. This is an inherent skill requirement for the units of competency. Prior to enrolment, students will be advised individually of the suitability of this course. Reasonable adjustments and support are available for all students. Students may be required to participate in after-hours school events and functions. There will be out of class homework, research activities and assignments.			
<b>Competency-Based Assessment</b> Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor that they can effectively carry out tasks to industry standard. Students will be progressively assessed as 'competent' or 'not yet competent' in individual units of competency. When a student achieves a unit of competency it is signed off by the qualified assessor. To achieve the qualification above, students must be deemed competent in all units of competency.			
<b>Complaints and Appeals</b> Students may lodge an appeal about assessment or any other decisions through the VET teacher.			
<b>Optional HSC examination for ATAR purposes</b> The optional Higher School Certificate Examination is independent of the competency based assessment undertaken during the course and has no impact of the eligibility of the student to receive this AQF qualification.			
<b>Course consumables: \$160 plus approximately \$90 for uniform</b> Course contributions are made to cover the ongoing costs of consumables and materials used as part of this course and are paid to the school. <i>If you are unable to make contributions or are experiencing financial difficulty, please contact your school.</i> <b>Refunds:</b> Students who exit the course before completion may be eligible for a partial refund of fees. The amount of the refund will be pro-rata, dependent upon the time the student has been enrolled in the course. <i>Please discuss any matters relating to refunds with your school</i>			
<b>A school-based traineeship</b> is available in this course. For more information contact the school's Careers Adviser.			
<b>Exclusions:</b> VET course exclusions can be confirmed with the school.			

**2023 ENTERTAINMENT INDUSTRY COURSE DESCRIPTOR**  
**Statement of Attainment towards**  
**CUA30420 Certificate III in Live Production and Technical Services**  
 Public Schools NSW, Macquarie Park RTO 90222

This document may change due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time.

Course: Entertainment Industry Board Developed Course (240 hour) 26401	2 or 4 Preliminary and/or HSC units in total Category B for Australian Tertiary Admission Rank (ATAR) Statement
---	--

By enrolling in a VET qualification with Public Schools NSW, **Macquarie Park RTO 90222**, you are choosing to participate in a program of study that will provide you the best possible direction towards a nationally recognised qualification. To receive this AQF VET qualification, you must meet the assessment requirements of [CUA30420 - Certificate III in Live Production and Technical Services](#).

You will also be expected to complete all requirements relevant to the HSC and adhere to the requirements of NESA. This course is accredited for the HSC and provides students with the opportunity to obtain nationally recognised vocational training. This is known as dual accreditation. **To gain the full qualification, students must achieve all 15 competencies.** A statement of attainment towards the qualification is possible if at least one unit of competency is achieved.

**Recommended Entry Requirements**

Students complete a VET Enrolment Form, supplying their USI and be assessed for learning support (eg LLN Robot) before the commencement of any training and assessment. Students must have completed All My Own Work before enrolling in this qualification and be work ready before work placement. Students selecting this course should be interested in working in the entertainment industry. They should be able to use a personal digital device including a personal computer or laptop.

**Creative Arts and Culture Training Package (CUA) Units of Competency**

<p><b>2 x Core units</b></p> <p>CUAIND311 Work effectively in the creative arts industry CUAIND314 Plan a career in the creative arts industry</p> <hr/> <p><b>10 x Elective units</b></p> <p>CPCCWHS1001 Prepare to work safely in the construction industry CUAWHS312 Apply work health and safety practices CUASOU331 Undertake live audio operations CUALGT311 Operate basic lighting CUASTA212 Assist with bump in and bump out of shows SITXCCS006 Provide service to customers CUASOU306 Operate sound reinforcement systems</p>	<p><b>10 x Elective units (cont)</b></p> <p>CUAVSS312 Operate vision systems CUASTA311 Assist with production operations for live performances CUASMT311 Work effectively backstage during performances</p> <hr/> <p><b>NB: 60hr specialisation – NESA course 26403, is required to achieve the full qualification – delivered in the HSC year and consists of:</b></p> <p><b>2 x Core</b> CUAPPR314 Participate in collaborative creative projects BSBPEF301 Organise personal work priorities</p> <p><b>1 x Elective</b> CUALGT314 Install and operate follow spots</p>
---	---

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

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

Working within the Live production and Technical Services Industry involves:	<ul style="list-style-type: none"> <li>▪ teamwork</li> <li>▪ using digital technologies</li> <li>▪ creating documents</li> </ul>
--	--

**Examples of occupations in the Live Production and Technical Services Industry:**

There are many career choices across the entertainment industry. Some jobs are highly creative or technical, while others are management or customer service oriented. Expertise in technical production is sought after in a range of live performance and event contexts. Key industry priorities are to ensure maintenance and improvement of technical skills and expand capacity to utilise opportunities offered by digital technology, as well as training and development for a new generation of skilled workers to meet workforce needs. Examples are: Front of House Assistant, Technical Assistant (Productions), Special Effects Assistant, Assistant Sound Technician, Follow Spot Operator, Runner, Props Assistant, Technical Production Assistant (Remote Area), Sound Assistant, Assistant Scenic Artist, Stagehand, Lighting, Audio and Staging Assistant, Production Crew, Stage Door Attendant, and Lighting Systems Technician. It also provides a pathway to other roles in similar

**Mandatory HSC Course Requirements**

Students must complete 240 indicative hours of course work and a minimum of 70 hours work placement. It is permissible for up to 50% of the work placement requirement to be undertaken in a simulated work environment. Students who do not meet these requirements will be 'N' determined as required by NESA. The HSC specialisation study includes an additional 60 hours of course work.

**External Assessment (optional HSC examination for ATAR purposes)**

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

**Competency-Based Assessment**

Students in this course work to develop the competencies, skills and knowledge described by each unit of competency listed above. To be assessed as competent a student must demonstrate to a qualified assessor the competency requirements for performance and knowledge of the units/s of competency.

**Appeals and Complaints**

Students may lodge a complaint or an appeal about a decision (including assessment decisions) through the VET trainer.

**Course Cost:- \$110 per year**

**White Card: \$ 100 White Card to be delivered by Advance OHS**

**Refunds**

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

A school-based traineeship is available in this course, for more information [click here](#).

**Exclusions:** VET course exclusions can be checked on the NESA [website](#).

## **Languages – NSW School of Languages**

Students wishing to study languages in Years 11 and 12 can do so through the NSL when sufficient numbers to form a regular class are not reached.

Students are supervised by a Greystanes High School teacher, but are taught via correspondence by an NSL teacher.

Work needs to be completed and posted to the Open High School on a regular basis, as well as through Moodle and students need to be able to take responsibility for their own studies. Only students capable of working independently and those who are self motivated will succeed when studying at the NSL.

Students will also need to travel to the NSL in Petersham a few times each year for face to face lessons and exams.

## **Technical & Further Education (TAFE)**

Students who participate in TVET courses undertake TAFE vocational studies as part of their regular secondary program of study. The courses are composed of established TAFE subjects that have been either developed or endorsed by the NSW Education Standards Authority (NESA).

Students who choose to study a TAFE delivered Vocational HSC course will be required to study this course in addition to your six school based subjects.

Studying at TAFE is a significant commitment and students should think carefully as to whether they are willing to do the required study and can cope with the long hours and travel involved. Attendance is compulsory and absences will result in students failing to meet the requirements of the course.