



Lithgow
HIGH SCHOOL

In pursuit of excellence for all

Year 11 2024
ASSESSMENT
BOOKLET



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INTRODUCTION

This booklet details the assessment requirements for Higher School Certificate students at Lithgow High School. All students, parents and carers should read the booklet carefully and ensure that they fully understand the practices and procedures to be followed at Lithgow High School.

LIST OF CONTACTS

Questions relating to this Assessment Information Booklet should be directed to personnel listed below:

Foty Loupos	Principal
Brett Jeffers	Deputy Principal
Alison Meares	HT Teaching, Learning, and Wellbeing
Kylyn Harrison	Year 11 Advisor
Emma Livissianis	Learning and Support Teacher

PART 1: PRELIMINARY YEAR 11 COURSE REQUIREMENTS

NESA COURSE REQUIREMENTS

Students will be considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- Followed the course developed or endorsed by NESA;
- Applied themselves with diligence and sustained effort to the set tasks and experiences provided by the school; and
- Achieved some or all of the course outcomes.

PRELIMINARY YEAR 11 COURSE REQUIREMENTS

To complete the Preliminary Year 11 course and be eligible to start the HSC Year 12 course students must:

- Complete the NESA course *All My Own Work*
- Complete 12 units of Preliminary Year 11 Courses, including 2 units of English.
- Students who successfully complete the Year 11 course are eligible to receive a Record of School Achievement (ROSA) from NESA.
- For further details see the [NESA website](#).

VOCATIONAL EDUCATION AND TRAINING (VET) COURSES

Students do not receive an assessment mark for VET courses. VET courses deliver units of competency that are drawn from industry training packages. Instead, students are eligible to receive an Australian Qualification Framework (AQF) Nationally Recognised Certificate or Statement of Attainment.

Lithgow High School is a part of the Wagga Wagga Registered Training Organisation (RTO) and uses assessments standardised for all schools across within the RTO.

Assessment in VET courses is competency based. Assessment and reporting in VET courses are based on what students can do (the skills) and what they know (the knowledge) that will equip them in the workplace. Students will be given multiple opportunities to demonstrate competencies and receive a record of completed competencies for their relevant training package at the conclusion of the HSC.

Work placement is a mandatory requirement of each VET course. For each course, a minimum number of hours are required in the workplace to enable students to progress toward the achievement of industry competencies and to practice skills acquired in the classroom or workshop. This is usually 35 hours in the Preliminary Year 11 course and 35 hours in the HSC Year 12 course. Failure to complete the mandatory work placement will mean that the student will not satisfy the requirements for the successful completion of the VET course and may jeopardise their eligibility for completion of the Preliminary Year 11 ROSA or HSC credential.

[For further information on VET courses please click here.](#)

ALL MY OWN WORK (AMOW)

Students complete the NESA program All my own work in Year 10 and are reminded of the following guidelines:

All work presented in assessment tasks and external examinations (including submitted works and practical examinations) must be the student's own or must be acknowledged appropriately.

[For further information see the NESA AMOW website.](#)

HONESTY IN HSC ASSESSMENT – THE STANDARD

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

Each student's mark will be determined by the quality of the work produced by the student only. To demonstrate honesty, any component of a student's work that has been written, created, or developed by others must be acknowledged in accordance with the Board's subject specific documentation. Use or inclusion of material from other sources such as books, journals, and electronic sources, including the internet, must be acknowledged.

General teaching and learning do not require formal acknowledgement.

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

[For further information click here.](#)

DISABILITY PROVISIONS (FOR STUDENTS WITH MEDICAL AND LEARNING REQUIREMENTS)

Disability provisions are available for a range of medical and learning conditions in the HSC. Where a student is likely to be granted disability provisions in the HSC year, they may apply for provisions in the Preliminary Year 11 course assessments. For example, students with diabetes or students with conditions that prevent them from reading the examination questions and/or communicating responses. Disability provisions are applied for by the school. Deputy Principals can provide further information, or you can consult the [NESA website](#).

N-DETERMINATION

An N-Determination warning letter is issued to students who fail to complete assessment tasks or who fail to show diligence and sustained effort which may be a result of poor attendance. Students are given a set time to complete the work, or demonstrate competencies, or complete a work placement. Once the specified work has been completed the warning is redeemed.

If the student does not subsequently meet course requirements as detailed in at least two N-Determination Warning Letters, then an N-Determination may be given for the course by the Principal. This means that the student will receive no marks in that course, therefore jeopardizing their Preliminary Year 11 or HSC Year 12 credentials. This is because they will not have enough units to be eligible to complete Year 11 and move into Year 12.

PART 2: LITHGOW HIGH SCHOOL ASSESSMENT POLICIES AND PROCEDURES

The assessment program has been prepared in accordance with each NESA syllabus which specifies the components of the course to be assessed and their weightings. Assessment tasks are designed to measure knowledge, skills, and understanding in relation to a wide range of outcomes. They include tests, written assignments, practical activities, participation in class, fieldwork, and projects. Students must make a genuine attempt at assessment tasks that total more than 50% of the available school assessment marks for that course.

Students can best meet these course requirements if they:

- Attend all timetabled lessons and minimise absences from class for any reason. Absences quickly accumulate. For example if a student misses a double period of a subject, they will have missed one half of the timetabled lessons for that subject in one week;
- Complete all activities set during class time;
- Complete homework set by the teacher;
- Regularly revise all work and implement a regular study timetable;
- Complete past Higher School Certificate papers; and
- Complete all Assessment Tasks to maximise the Year 11 course result.

ASSESSMENT MARKS

Each syllabus document outlines the Year 11 Course assessment, and the suggested components and weightings for the course. Students will find these set out in the assessment schedules for each subject. The assessment marks awarded are only used in the Year 11 course. Assessment marks will be shown on school reports together with a grade based on the Common Grade Scale for Year 11 (see below) as developed by NESA.

COMMON GRADE SCALE FOR YEAR 11 COURSES

The Common Grade Scale shown below should be used to report student achievement in the Preliminary Year 11 Stage 6 year in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

A	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

ASSESSMENT SCHEDULES

- Students will be issued with assessment schedules for all courses (except Vocational Education & Training courses). **These schedules can be accessed on Sentral.**
- Students will be given written notification of each assessment task.
- Students will be given a minimum of two weeks' notice of the due date of an assessment task.
- Students may have more than one assessment task due at the same time and should schedule adequate time to complete each task.
- If an assessment schedule needs to be altered, students will be advised in writing by the Head Teacher.
- There will be no tasks set in the week before school examinations.



EXAMINATIONS

Students in Year 11 have formal examinations for most courses that include an End of Course Examination at the end of Term 3. Students will be given an updated copy of the Examination / Assessment Task Rules and procedures with the timetable for the examinations. A copy is attached in the Appendix.

It is a student's responsibility to organise study and preparation time to ensure that assessments tasks are submitted by the due date.

Lithgow High School provides all students with this Year 11 Assessment Booklet. In addition, it is strongly recommended that all students use a diary to assist in planning homework and study requirements, as well as recording the due dates of all assessment tasks and other obligations and events in the year.

Students should start tasks early, break them into a series of small steps and set deadlines for completing each step. Students should back up all work prepared on computer as the failure of technology is not generally an acceptable excuse for the late submission of work. Students are advised to keep a copy of all written work they submit.

HOW TO SUBMIT ASSESSMENT TASKS

In class assessment tasks - these tasks are supervised by the class teacher and collected by the teacher at the end of the lesson.

Major projects - these items are submitted directly to the teacher. Projects are stored in an appropriate faculty location to minimise the risk of damage.

Performances / Practical tasks - are marked in class on the scheduled assessment day.

APPLICATIONS FOR EXTENSION OF TIME AND ILLNESS / MISADVENTURE CONSIDERATION

If a student is absent on the day of a school examination or test, the student will be required to complete an application for illness/misadventure consideration. Depending on the circumstances the student will either re-sit the test at a negotiated time, or an estimate will be given, or an alternate task issued, if the application is accepted.

Students may apply for an extension of time for illness or unavoidable misadventure (see Appendices of this booklet for the form). **Independent documentation (e.g. doctor's certificate) must be provided; a parent note is not acceptable for Year 11 tasks.**

If a student knows they will be absent from school on the date of an assessment task or an exam is due (e.g. representing the school in sport, performing arts, school excursion, work placement, etc), they must submit the task before the due date or reschedule the exam unless there are exceptional circumstances requiring the **submission of an extension application form.**

LATE SUBMISSION OF ASSESSMENT TASKS

Assessment work submitted late without written application (See Appendices for form) and approval will be recorded as a zero mark and not count towards the Year 11 assessment mark. The task must still be submitted to ensure that the student meets course requirements.

N-DETERMINATION

An N-Determination Warning Letter is issued to students who fail to complete assessment tasks or who fail to show diligence and sustained effort which may be a result of poor attendance. Parents will be contacted by phone regarding N-Determination Warning Letters by the course teacher.

Students are given a set time to complete the work or demonstrate competencies. Once the work has been completed or the competencies demonstrated the warning is cleared.

If the student does not subsequently meet course requirements as detailed in the N-Determination Warning Letter(s), then a N-Award may be given for the course by the Principal. This means that the student will receive no results in that course. For students to be deemed unsatisfactory, they will be given a **minimum of two official N-Determination Warning Letters**.

Until a student receives results in 12 Units of Year 11 courses and 10 Units of HSC courses, the student will not be eligible for the award of a Higher School Certificate.

ZERO MARKS AWARDED

A student may be given a zero mark if the student:

- has not made a serious attempt to do the task, including work that is trivial, frivolous or offensive;
- is absent from a task without a valid reason (see above);
- has been involved in malpractice or submits plagiarised work (see All My Own Work above)

MALPRACTICE

Malpractice, including plagiarism, could lead to a mark of zero and a non - award in the Higher School Certificate. Malpractice includes, but is not limited to:

- copying someone else's work in part or in whole, and presenting it as your own, including using material directly from books, journals, CDs or the internet without reference to the source;
- building on the ideas of another person without reference to the source;
- buying, stealing or borrowing another person's work and presenting it as your own;
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially;
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement or paying someone to write or prepare material;
- breaching school examination rules or using non - approved aides during an assessment task;
- contriving false explanations to explain work not handed in by the due date; or
- assisting another student to engage in malpractice.
- breach of assessments and examination rules.

ace.nesa.nsw.edu.au/ace-9023

Lithgow High School is required to maintain a register of all instances where a student is found to have engaged in malpractice in a school-based assessment task / examination, the subject concerned, the nature of the offence and the penalty applied. This information is registered with NESA.

APPEALS

Students have the right to appeal if they feel that the process used does not comply with the set rules (see Appendices of this booklet for form). Appeal forms must be lodged within one calendar week of the return of the task. Students should note that an appeal cannot be considered if it is based on the actual marks obtained. A student can only appeal on the basis of process. Appeals should be lodged with the Deputy Principal.



PRELIMINARY COURSE YEAR 11 SUBJECT LINES

LINE	SUBJECT
1	Visual Arts Chemistry Legal Studies VET – Certificate II Cookery VET – Certificate I Manufacturing & Engineering VET – Certificate III Retail
2	English Advanced English Standard English Studies
3	Dance French Modern History PDHPE Physics VET – Certificate II Construction
4	Business Studies Community & Family Studies Engineering Studies Music Sports, Lifestyle & Recreation Studies
5	Mathematics Advanced Mathematics Standard
6	Agriculture Ancient History Biology Design & Technology Exploring Early Childhood Industrial Technology Timber Japanese Society and Culture
7	English Extension Mathematics Extension TVET – Human Services TVET – Animal Care TVET – Early Education TVET – Beauty Services



COURSE CONTACTS

FACULTY	COURSE	HEAD TEACHER
English	English Advanced English Standard English Studies English Extension	Ms. K. Brooke
Mathematics	Mathematics Advanced Mathematics Standard 1 Mathematics Standard 2 Mathematics Extension	Mr R. Stoneley
Science	Agriculture Biology Chemistry Physics	Mr R. Lewis
Human Society & Its Environment (HSIE)	Ancient History Business Studies Legal Studies Modern History Society & Culture French Japanese	Mr S.Holt
Personal Development/Health/Physical Education (PDHPE)	Community & Family Studies (CAFS) Exploring Early Childhood PDHPE Sport, Lifestyle & Recreation Studies	Mr. S. Conroy
Technology & Applied Studies (TAS) Vocational Educational & Training (VET)	Engineering Studies Industrial Technology - Timber VET – Construction VET - Cookery VET – Manufacturing and Engineering VET – Retail	Mr M. Palmer
Creative and Performing Arts	Dance Music Visual Arts	Ms L. Aldrick
TAFE / TVET Courses	TVET – Human Services TVET – Animal Care TVET – Early Childhood TVET – Beauty Services	Mr. C. Papas
Distance Education Courses	Various	Ms. S Corcoran (Teacher Librarian)



PART 3: ASSESSMENT SCHEDULES FOR INTERNAL
ASSESSMENT AND
VET PRELIMINARY ASSESSMENT ADVICE



AGRICULTURE

2 UNIT

Rationale

The Preliminary course incorporates the study of the interactions between the components of agricultural production, marketing, and management, while giving consideration to the issues of sustainability of the farming system. This is an 'on-farm', environment-orientated course.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Farm Case Study Exam (limited notes permitted)	Simple Plant Trial Written Report	End of Course Examination Preliminary Exam	
Week Distributed	Term 1, Week 9	Term 2, Week 8	Term 3, Week 7	
Week Due	Term 1, Week 11	Term 2, Week 10	Term 3, Week 8/9	
Outcomes Assessed	P1.1, P1.2, P2.3, P5.1	P1.2, P2.1, P4.1, P5.1	All	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge, understanding and skills required to manage agricultural production systems	10	10	20	40
Skills in effective research, experimentation and communication	5	15	0	20
Total %	25	35	40	100



ANCIENT HISTORY

2 UNIT

Rationale

The study of Ancient History engages students in an investigation of life in early societies based on the analysis and interpretation of physical and written remains. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they shaped the political, social, economic and cultural landscapes of the ancient world. Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity by introducing them to a range of cultures and beliefs as well as to the origins and influences of ideas, values and behaviours that are still relevant in the modern world. The investigation of the ancient past develops students' appreciation of the diversity of ancient societies and the longevity of Australia's Aboriginal and Torres Strait Islander Peoples.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Source-based Research Task	An Historical Investigation	End of Course Examination	
Week Distributed	Term 1, Week 6	Term 2, Week 1	Term 3, Week 6	
Week Due	Term 1, Week 10	Term 2, Week 9	Term 3, Week 8-9	
Outcomes Assessed	AH11-6; AH11-7; AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9, AH11-10	AH11-1, AH11-2, AH11-3, AH11-4, AH11-5, AH11-6, AH11-7, AH11-8, AH11-9	
Component				Weighting %
Knowledge and understanding of course content	20		20	40
Historical skills in the analysis and evaluation of sources and interpretations	5	5		10
Historical inquiry and research	10	10	10	30
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	40	20	40	100



BIOLOGY

2 UNIT

Rationale

The Biology Stage 6 Syllabus explores the diversity of life from a molecular to a biological systems level. The course examines the interactions between living things and the environments in which they live. It explores the application of biology and its significance in finding solutions to health and sustainability issues in a changing world.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Depth Study Assessment Task	Practical Skills Assessment Task	End of Course Examination	
Week Distributed	Term 1, Week 8	Term 2, Week 7		
Week Due	Term 1, Week 10	Term 2, Week 9	Term 3, Week 8-9	
Outcomes Assessed	BIO11-1, BIO11-4, BIO11-6, BIO11-7, BIO11-9	BIO11-2, BIO11-3, BIO11-4, BIO11-5, BIO11-8	BIO11-1, BIO112, BIO11-3, BIO11-4, BIO115, BIO11-6, BIO11-7, BIO11-8, BIO11-9, BIO11-10,	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills working scientifically	20	20	20	60
Total %	30	30	40	100



BUSINESS STUDIES

2 UNIT

Rationale

Business activity is a feature of everyone's life. Throughout the world people engage in a web of business activities to design, produce, market, deliver and support a range of goods and services. In addition, investors, consumers, and employees depend on the business sector for much of their quality of life.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Case Study Nature of Business	Topic Test comprising of multiple choice and short answer questions Business Management Test	End of Course Examination Nature of Business, Business Management and Business Planning	
Week Distributed	Term 1, Week 7	Term 2, Week 8		
Week Due	Term 1, Week 9	Term 3, Week 1	Term 3, Week 8-9	
Outcomes Assessed	P1, P2, P6, P7, P8	P1, P3, P6, P7, P9	P1 - P10	
Component				Weighting %
Knowledge and understanding of course content	5	15	20	40
Stimulus based skills	10	0	10	20
Inquiry and research	10	10	0	20
Communication of business information, ideas and issues in appropriate forms	0	10	10	20
Total %	25	35	40	100



CHEMISTRY

2 UNIT

Rationale

The Chemistry Stage 6 Syllabus explores the structure, composition and reactions of and between all elements, compounds and mixtures that exist in the Universe. The discovery and synthesis of new compounds, the monitoring of elements and compounds in the environment, and an understanding of industrial processes and their applications to life processes are central to human progress and our ability to develop future industries and sustainability.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Skills Assessment	Depth Study Assessment Task	End of Course Examination	
Week Distributed	Term 1, Week 6	Term 2, Week 8		
Week Due	Term 1, Week 8	Term 2, Week 1	Term 3, Week 8-9	
Outcomes Assessed	CH11-1, CH11-2, CH11-3, CH11-4, CH11-5, CH11-6, CH11-8	CH11-2, CH11-3, CH11-4, CH11-6, CH11-7, CH11-9, CH11-10	CH11-1 to CH11-7 and CH11-8 to CH11-11	
Component				Weighting %
Knowledge and understanding of course content	10	20	10	40
Skills working Scientifically	20	20	20	60
Total %	30	40	30	100



COMMUNITY AND FAMILY STUDIES

2 UNIT

Rationale

Contemporary society is characterised by rapid social and technological change, cultural diversity, conflicting values and competitive pressures. Developing understanding about society and living in society requires a comprehensive knowledge of its complex nature. Consequently, Community and Family Studies is an interdisciplinary course drawing upon selected components of family studies, sociology, developmental psychology and students' general life experiences. This course focuses on skills in resource management that enable people to function effectively in their everyday lives, in families and communities.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	In Class Essay Resource Management	In Class Research Assignment Individuals and Groups	End of Course Examination	
Week Distributed	Term 1, Week 5	Term 2, Week 5		
Week Due	Term 1, Week 7	Term 2, Week 7	Term 3, Week 8-9	
Outcomes Assessed	P1.1, P1.2, P5.1	P2.1, P2.2, P2.3	All Course Outcomes	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
Total %	30	30	40	100



DANCE

2 UNIT

Rationale

Dance has been an integral component of every known culture, providing a means of expression and an extension of work and lifestyle patterns. It has accompanied the evolution of humanity as an integral part of the history of human movement, culture and communication. Dance provides a way of knowing about oneself, other people and the world.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Core Performance Focus on elements of dance, process diary record of performance development and safe dance verbal report	Core Composition Composition with formal analysis and interview. Process diary Core Appreciation Australian choreographer research task	End of Course Examination Core Appreciation Examination/Research Task Additional Performance Including process diary with analysis and reflection	
Week Distributed	Term 1, Week 8	Term 2, Week 6		
Week Due	Term 1, Week 10	Term 2, Week 8	Term 3, Week 8-9	
Outcomes Assessed	P2.1, P2.2, P2.3, P2.4, P2.5	P1.2, P3.1, P3.2, P3.3, P3.5, P4.3	P1.3, P2.3, P2.5, P4.1, P4.2, P4.4,	
Component				Weighting %
Performance	20	0	20	40
Composition	0	30	0	30
Appreciation	0	10	20	30
Total %	20	40	40	100



DESIGN AND TECHNOLOGY

2 UNIT

Rationale

From the earliest times, humans have interpreted, shaped and altered their environments in an attempt to improve the quality of their lives. In the process, technologies have evolved and been developed to the extent that, today, they have an impact on most aspects of our daily lives.

Task Number	Task 1	Task 2	Task 3	
Nature of Task	Designer Case Study	Preliminary Project	Yearly Examination	
Week Distributed	Term 1, Week 7	Term 2, Week 2		
Week Due	Term 1, Week 9	Term 3, Week 2	Term 3, Weeks 8-9	
Outcomes Assessed	P1.1, P2.1, P2.2, P3.1, P4.2, P6.1	P3.1, P4.1, P4.3, P5.1, P5.2, P5.3, P6.2	P1.1, P2.1, P2.2, P5.1, P5.2, P5.3, P6.1	

Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Knowledge and skills in designing, managing, producing and evaluating design projects	20	30	10	60
Total %	30	40	30	100



ENGINEERING STUDIES

2 UNIT

Rationale

This course provides students with the opportunity to study engineering by investigating a range of applications and fields of engineering. Students learn about historical and societal influences, the scope of the profession and develop skills in technical communication. Students apply knowledge of engineering mechanics, hydraulics, electricity, electronics and engineering materials to solve engineering problems.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Engineered Product Analysis	Engineering Solution and Report	End of Course Examination	
Week Distributed	Term 1, Week 7	Term 2, Week 5		
Week Due	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8-9	
Outcomes Assessed	P1.2, P2.1, P4.1, p4.2	P1.1, P2.2, P3.1, P3.2, P5.1, P5.2, P6.2	P1.2, P2.1, P3.1, P3.3, P4.2, P4.3, P6.1	
Component				Weighting %
Knowledge and understanding of course content	10	10	40	
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	20		
Total %	30	30	40	100



ENGLISH ADVANCED

2 UNIT

Rationale

In the English Advanced course, students continue to explore opportunities that are offered by challenging texts to investigate complex and evocative ideas, to evaluate, emulate and employ powerful, creative and sophisticated ways to use language to make meaning, and to find enjoyment in literature.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Reading to Write Imaginative with Multimodal Reflection	Narratives that Shape our World In-class critical essay	End of Year Examination	
Week Distributed	Term 1, Week 5	Term 2, Week 7		
Week Due	Term 1, Week 11	Term 2, Week 9	Term 3, Week 8-9	
Outcomes Assessed	EA11-1, EA11-2, EA11-4, EA11-5, EA11-9	EA11-1, EA11-3, EA11-6, EA11-7, EA11-8	EA11-1, EA11.3, EA11-4, EA11-6,	
Component				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15	20	50
Total %	30	30	40	100



ENGLISH EXTENSION

1 UNIT

Rationale

The English Extension 1 course provides students who undertake Advanced English and are accomplished in their use of English with the opportunity to extend their use of language and self-expression in creative and critical ways. Through engaging with increasingly complex concepts through a broad range of literature, from a range of contexts, they refine their understanding and appreciation of the cultural roles and the significance of texts.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Imaginative Response	Multimodal TED Talk	End of Course Examination	
Week Distributed	Term 1, Week 4	Term 2, Week 1		
Week Due	Term 1, Week 11	Term 2, Week 9 -10	Term 3, Week 8-9	
Outcomes Assessed	EE11-2, EE11-3, EE11- 6	EE11-1, EE11-2, EE11-3, EE11-4, EE11-5	EE11-1, EE11-2 EE11-3, EE11-4, EE11-5	
Component				Weighting %
Knowledge and understanding of texts and why they are valued	15	20	15	50
Skills in complex analysis composition and investigation	15	20	15	50
Total %	30	40	30	100



ENGLISH STANDARD

2 UNIT

Rationale

The English Standard course is designed for students to increase their expertise in English to enhance their personal, educational, social and vocational lives. It provides students, who have a diverse range of literacy skills, with the opportunity to analyse, study and enjoy a breadth and variety of English texts to become confident and effective communicators in a diverse global world.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Imaginative text with reflection Reading to Write	Multimodal Discursive & ALARM Contemporary Possibilities	End of Course Examination Critical Study	
Week Distributed	Term 1, Week 9	Term 2, Week 7		
Week Due	Term 1, Week 11	Term 2, Week 9	Term 3, Week 8-9	
Outcomes Assessed	EN11-1, EN11-2, EN11-3, EN11-4, EN11-5, EN11-6, EN11-7, EN11-9	EN11-1, EN11-2, EN11-3, EN11-5, EN11-6 EN11-7, EN11 - 8	EN11-1, EN11-3, EN11-5, EN11-6, EN11-8	
Component				Weighting %
Knowledge and understanding of course content	20	15	15	50
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	20	15	15	50
Total %	40	30	30	100



ENGLISH STUDIES

2 UNIT

Rationale

This course provides students with the opportunity to consolidate their language, literacy, and literature skills through responding to and composing a wide variety of oral, written, and multimodal texts, including literary, digital and media texts. The course supports students to refine their skills and knowledge in English and empowers them to comprehend, interpret and evaluate the ideas, values, language forms, features, and structures of texts from various contexts.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Workplace Written Response Mandatory Module: Achieving through English	Multimodal presentation Elective Module	Collection of Classwork All Modules	
Week Distributed	Term 1, Week 6	Term 2, Week 6	Term 3, Week 3	
Week Due	Term 1, Week 10	Term 2, Week 9	Term 3, Week 5	
Outcomes Assessed	ES11-1, ES11-2, ES11-3, ES11-4, ES11-5, ES11-6, ES11-10	ES11-1, ES11-2, ES11-5, ES11-6, ES11-7, ES11-9	ES11-1, ES11-3, ES11-4, ES11-5, ES11-7, ES11-8, ES11-9, ES11-10	
Component				Weighting %
Knowledge and understanding of course content	15	15	20	50
Skills in - comprehending texts, - communicating ideas, - using language accurately, appropriately and effectively	15	15	20	50
Total %	30	30	40	100



EXPLORING EARLY CHILDHOOD

2 UNIT

Rationale

Exploring Early Childhood Stage 6 aims to develop understanding, skills and strategies to enable students to support and foster positive growth and development in the young children with whom they interact through the provision of safe, nurturing and challenging environments.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Core C: Promoting Positive Behaviour	Module Starting School	Module: Children with special needs	
Week Distributed	Term 1, Week 7	Term 2, Week 7	Term 3, Week 4	
Week Due	Term 1, Week 9	Term 2, Week 9	Term 3, Week 6	
Outcomes Assessed	1.3, 2.5, 3.6, 4.2, 4.5	1.3, 2.2, 2.3, 3.3, 4.4	1.5, 2.3 3.5, 4.3	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
Total %	30	30	40	100



FRENCH (BEGINNERS)

2 UNIT

Rationale

Language is the basis of all communication and human interaction. By learning a second or subsequent language, students develop knowledge, understanding and skills for successful participation in the dynamic world of the 21st century. Communicating in another language expands students' horizons as both national and global citizens.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Response to spoken/visual texts/oral presentation. Family life	Response in English and French to a series of emails. Recreation	Yearly Examination	
Week Distributed	Week 7	Week 6		
Week Due	Week 10	Week 8	Weeks 8-9	
Outcomes Assessed	2.2, 2.3, 2.6, 3.1, 3.2, 3.3	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.4, 2.5.	1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3.	
Component				Weighting %
Listening	20		10	30
Reading		20	10	30
Speaking	10		10	20
Writing		10	10	20
Total %	30	30	40	100



INDUSTRIAL TECHNOLOGY - TIMBER

2 UNIT

Rationale

Industrial Technology seeks to raise students' awareness of the interaction between technology, industry, society and the environment, and to develop their ability to make value judgments about issues, decisions and problems arising from these interactions. Students achieve this by applying practical experiences to the study of the technology, management, and organisation of industry.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Industry Study	Minor Project and Folio	End of Course Examination	
Week Distributed	Term 1, Week 4	Term 2 Week 6		
Week Due	Term 1, Week 7	Term 3, Week 6	Term 3, Week 8-9	
Outcomes Assessed	P1.1, P1.2 P5.1, P6.2, P7.1, P7.2	P1.2, P2.1, P2.2, P3.1, P3.2, P3.3, P5.1, P5.2, P7.1, P7.2	P1.1, P1.2, P2.1, P6.1, P7.1	
Component				Weighting %
Study of the organization and management of an individual business	20	0	10	30
Manage work through the completion of a management folio linked to each project produced	0	30	0	30
Develop knowledge and understanding of a range of materials, processes, tools, equipment and machinery	0	10	30	40
Total %	20	40	40	100



JAPANESE (CONTINUERS)

2 UNIT

Rationale

The study of Japanese language is of particular importance to Australians, both culturally and economically. Japan is Australia's leading trading partner and there are significant cultural ties between Australia and Japan. Japanese has been identified as one of the priority languages in the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Reading and responding (speaking)	Listening and responding (writing)	Exam	
Week Distributed	Term 1 Week 7	Term 2, Week 6		
Week Due	Term 1 Week 10	Term 2 Week 9	Term 3 weeks 8-9	
Outcomes Assessed	1.1, 1.2, 2.1, 3.1, 4.5	1.2, 2.2, 3.1, 3.5, 4.2	1.1, 1.2, 1.3, 1.4, 2.3, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 4.3	
Component				Weighting %
Exchange information, opinions and experiences in Japanese		10	10	20
Express ideas through original text appropriate to context, purpose and/or audience	10		10	
Analyse, process and respond to texts that are in Japanese	20		10	30
Understand aspects of the language and culture of Japanese-speaking communities		20	10	30
Total %	30	30	40	100



LEGAL STUDIES

2 UNIT

Rationale

Our society is regulated by a complex set of rules and regulations which both guide and protect individual and community rights. Being well informed about legal issues, including the rights and responsibilities integral to our society, is part of being an active and informed citizen. Students of Legal Studies Stage 6 will develop an understanding of legal concepts and the way the law functions in our society.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Legal System Topic Test	Legal Research Task	End of Course Examination	
Week Distributed	Term 1, Week 6	Term 2, Week 9		
Week Due	Term 1, Week 8	Term 3, Week 1	Term 3, Week 8-9	
Outcomes Assessed	P1, P2, P3, P6	P5, P6, P7, P8	P1, P2, P9, P10	
Component				Weighting %
Knowledge and understanding of course content	20	0	20	40
Analysis and evaluation	10	0	10	20
Inquiry and research	0	20	0	20
Communication of legal information, ideas and issues in appropriate forms	0	10	10	20
Total %	30	30	40	100



MATHEMATICS ADVANCED

2 UNIT

Rationale

The Mathematics Advanced Course is focused on enabling students to appreciate that Mathematics is a unique and powerful way of viewing the world to investigate order, relation, pattern, uncertainty and generality. The course provides students with the opportunity to develop ways of thinking in which problems are explored through observation, reflection and reasoning. The Mathematics Advanced Course provides a basis for further studies in disciplines in which Mathematics and the skills that constitute thinking mathematically have an important role. It is designed for those students whose future pathways may involve Mathematics and its applications in a range of disciplines at a tertiary level.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Summary Skills Assessment	Assignment/ Investigation	End of Course Examination	
Week Distributed	Term 1, Week 6	Term 2, Week 2		
Week Due	Term 1, Week 8	Term 2, Week 10	Term 3, Week 8-9	
Outcomes Assessed	MA11-1, MA11-2 MA11-8, MA11-9	MA11-1, MA11-5 MA11-8, MA11-9	MA11-1, MA11-2, MA11-3, MA11-4, MA11-5, MA11-6, MA11-7, MA11-8, MA11-9	
Component				Weighting %
Understanding, fluency and communicating	20	10	20	50
Problem solving, reasoning and justification	15	15	20	50
Total %	35	25	40	100



MATHEMATICS EXTENSION 1

1 UNIT

Rationale

Mathematics Extension 1 is focused on enabling students to develop a thorough understanding of and competence in further aspects of mathematics. The course provides opportunities to develop rigorous mathematical arguments and proofs, and to use mathematical models more extensively.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Assignment/ Investigation	Summary Skills Assessment	End of Course Examination	
Week Distributed	Term 1, Week 6	Term 2, Week 2		
Week Due	Term 2, Week 2	Term 2, Week 5	Term 3, Week 8-9	
Outcomes Assessed	ME11-1, ME11-2 ME11-6, ME11-7	ME11-1, ME11-2 ME11-6, ME11-7	ME11-1, ME11-2, ME11-3, ME11-4, ME11-5, ME11-6, ME11-7	
Component				Weighting %
Understanding Fluency and Communicating	10	20	20	50
Problem Solving, Reasoning and Justification	15	15	20	50
Total %	25	35	40	100



MATHEMATICS STANDARD

2 UNIT

Rationale

Mathematics is the study of order, relation, pattern, uncertainty and generality and is underpinned by observation, logical reasoning and deduction. From its origin in counting and measuring, its development throughout history has been catalysed by its utility in explaining real-world phenomena and its inherent beauty. It has evolved in sophisticated ways to become the language now used to describe many aspects of the modern world.

Students studying the Mathematics Standard syllabus undertake a common course in Year 11. For the Year 12 course students can elect to study either Mathematics Standard 1 or Mathematics Standard 2.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Summary Skills Assessment	Assignment/ Investigation	End of Course Examination	
Week Distributed	Term 1, Week 6	Term 2, Week 8		
Week Due	Term 1, Week 8	Term 3, Week 4	Term 3, Week 8-9	
Outcomes Assessed	MS11-1, MS11-2, MS11-5, MS11-6, MS11-9, MS11-10	MS11-3, MS11-4, MS11-8, MS11-9, MS11-10	MS11-1, MS11-2, MS11-3, MS11-4, MS11-5, MS11-6, MS11-7, MS11-8, MS11-9, MS11-10	
Component				Weighting %
Understanding, fluency and communicating	15	15	20	50
Problem solving, reasoning and justification	15	15	20	50
Total %	30	30	40	100



MODERN HISTORY

2 UNIT

Rationale

The study of Modern History engages students in an investigation of the forces that have shaped the world, based on the analysis and interpretation of sources. It offers students the opportunity to investigate the possible motivations and actions of individuals and groups, and how they have shaped the world politically, culturally, economically and socially. Modern History stimulates students' curiosity and imagination, and enriches their appreciation of humanity by introducing them to a range of historical developments and experiences that have defined the modern world.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Source Based in Class Assessment	Historical Investigation	End of Course Examination	
Week Distributed	Term 1, Week 8	Term 2, Week 1		
Week Due	Term 1, Week 10	Term 2, Week 8	Term 3, Week 8-9	
Outcomes Assessed	MH11-1, MH11-4, MH11-6, MH11-7	MH11-4, MH11-6, MH11-7, MH11-8, MH11-9, MH11-10	MH11-1, MH11-2, MH11-3, MH11-4, MH11-5	
Component				Weighting %
Knowledge and understanding of course content	15	5	20	40
Historical skills in the analysis and evaluation of sources and interpretations	10	5	5	20
Historical inquiry and research	0	15	5	20
Communication of historical understanding in appropriate forms	5	5	10	20
Total %	30	30	40	100



MUSIC

2 UNIT

Rationale

Music occupies a significant place in world cultures and the recorded history of all civilisations. It is a unique symbol system that uses sound to imply meaning and convey information. Music has the capacity to cross cultural and societal boundaries. It plays a variety of important roles in the cultural and spiritual lives of people, which is reflected in its prominent place in society and its immense contribution to the global economy. At an individual level, music is a medium of personal expression that enables the sharing of ideas, feelings and experiences and all students should have the opportunity to develop their musical abilities and potential.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Topic 1	Topic 2	End of Course Examination	
Week Distributed	Term 1, Week 7	Term 2, Week 6		
Week Due	Term 1, Week 9	Term 2, Week 8	Term 3, Week 8-9	
Outcomes Assessed	P1, P2, P5, P7, P10	P2, P3, P6, P11	P1, P2, P4, P6, P8, P9	
Component				Weighting %
Performance	10	0	15	25
Composition	10	15	0	25
Musicology	10	15	0	25
Aural	0	0	25	25
Total %	30	30	40	100



PERSONAL DEVELOPMENT, HEALTH AND PHYSICAL EDUCATION 2 UNIT

Rationale

Personal Development, Health and Physical Education (PDHPE) is an integrated area of study that provides for the intellectual, social, emotional, physical and spiritual development of students. It involves students learning about and practising ways of maintaining active, healthy lifestyles and improving their health status. It is also concerned with social and scientific understandings about movement, which lead to enhanced movement potential and appreciation of movement in their lives.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	ALARM Scaffold Better Health for Individuals (Core1)	In Class Task Core 2 The body in Motion	End of Course Examination All topics	
Week Distributed	Term 1, Week 8	Term 2, Week 6		
Week Due	Term 1, Week 10	Term 2, Week 8	Term 3, Week 8-9	
Outcomes Assessed	P3, P4, P5, P6	P7, P8, P9, P10, P11, P16, P17	P7, P8, P13, P16, P17	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
	30	30	40	100



PHYSICS

2 UNIT

Rationale

The *Physics Stage 6 Syllabus* involves the study of matter and its motion through space and time, along with related concepts that include energy and force. Physics deals with the study of phenomena on scales of space and time – from nuclear particles and their interactions up to the size and age of the Universe. This allows students to better understand the physical world and how it works, appreciate the uniqueness of the Universe, and participate in navigating and influencing the future.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Practical Skills Assessment	Depth Study Assessment	End of Course Examination	
Week Distributed	Term 1, Week 8	Term 2, Week 6		
Week Due	Term 1, Week 10	Term 2, Week 8	Term 3, Week 8-9	
Outcomes Assessed	PH11-1, PH11-2, PH11-5, PH11-6, PH8, PH11-9	PH11-1, PH11-2, PH11-4, PH11-6, PH11-7, PH11-10	PH11-4, PH11-5, PH11-6, PH11-7, PH11-8, PH11-9, PH11-10, PH11-11, PH11-12	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in working Scientifically	20	30	10	60
Total %	30	40	30	100



SOCIETY AND CULTURE

2 UNIT

Rationale

The central goal of Society and Culture Stage 6 is the development of social and cultural literacy and a clear understanding of the interaction of persons, societies, cultures, environments and time. The influence of other aspects of societies and cultures – including power, authority, identity, gender, technologies and globalisation – is also central to the course.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Social and Cultural World Worksheet 1 & 2 Film Review Questionnaire methodology	Personal and Social Identity Worksheet 1 & 2 Film review Interview methodology	End of Course Examination	
Week Distributed	Term 1, Week 7	Term 1, Week 2		
Week Due	Term 1, Week 9	Term 2, Week 10	Term 3, Week 8-9	
Outcomes Assessed	P1, P4, P5, P6, P10, P11	P1, P2, P4, P5, P7, P8, P10, P11	P1, P2, P3, P4, P6, P7, P8, P11	
Component				Weighting %
Knowledge and understanding of course content	10	20	20	50
Application and evaluation of social and cultural research methods	15	5	10	30
Communication of information, ideas and issues in appropriate forms	5	5	10	20
Total %	30	30	40	100



SPORTS, LIFESTYLE AND RECREATION

2 UNIT

Rationale

Sport, Lifestyle and Recreation enables Stage 6 students to build upon their learning in Years K–10 Personal Development, Health and Physical Education. Specifically, it focuses on those aspects of the learning area that relate most closely to participation in sport and physical activity.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	FITT Principle in action Fitness	Planning a Camping Trip Outdoor Recreation	Skills testing Games & Sports Application	
Week Distributed	Term 1, Week 7	Term 2, Week 5	Term 3, Week 3	
Week Due	Term 1, Week 9	Term 2, Week 7	Term 3, Week 5	
Outcomes Assessed	1.2, 3.2, 2.2, 4.1	1.3, 1.4, 3.6, 4.1	1.1, 1.3, 3.1, 4.4	
Component				Weighting %
Knowledge and understanding of course content	10	10	20	40
Skills in critical thinking, research, analysing and communicating	20	20	20	60
Total %	30	30	40	100



VISUAL ARTS

2 UNIT

Rationale

Visual Arts as a subject provides for various interpretations of the visual arts that are both contemporary and relevant. Acknowledging that visual arts encompasses the areas of art, craft and design, the subject is theoretically and practically sustained by practice, the frames, and a conceptual framework about art. These underpinnings form the basis for content and accommodate different student interests and abilities.

Task Number	Task 1	Task 2	Task 3	
Nature of Tasks	Art Criticism, Art History Part A: Written Assignment Part B: Drawing Practical	Practical Portfolio: Part A: Portrait Part B: Sculpture	End of Course Examination	
Week Distributed	Term 1, Week 8	Term 2, Week 3		
Week Due	Term 2, Week 1	Term 3, Week 6	Term 3, Week 8-9	
Outcomes Assessed	P1, P3, P6, P7, P8, P9	P2, P4, P5	P7, P8, P9, P10	
Component				Weighting %
Art Criticism and Art History	20	0	30	50
Artmaking	20	30	0	50
Total %	40	30	30	100

ASSESSMENT ADVICE FOR VET COURSES

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

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

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

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

The achievement of competency in the units of competency as stated in the Training and Assessment Strategy (TAS) will lead to a Certificate at AQF level I, II or III or a Statement of Attainment towards the AQF qualification. A digital transcript will be issued by the NSW Education Standards Authority (NESA) on behalf of Public Schools NSW Wagga Wagga, Registered Training Organisation (RTO) 90333 for successful completion. Refer to your NESA Student Online profile for more information.

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

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

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

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

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

Work placement advice from NESA in response to COVID

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

VET – CERTIFICATE II CONSTRUCTION

2 UNIT



Education

Construction

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

Qualification: CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3)

Cohort 2024 - 2025

Training Package CPC Construction, Plumbing and Services Training Package Release 8.0

School Name: Lithgow High School

Assessment Schedule Year 11 - 2024

Assessment Tasks for CPC20220 Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120 Certificate II in Construction (Release 3) Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.			Task 1 White Card	Task 2 Work safe, stay safe	Task 3 Working it out	Task 4 Project planning	EXAM (Optional)
Code	Unit of Competency	HSC Examinable Unit	TBA	Week 8 Term 1 Date	Week 6 Term 2 Date	Week 4 Term 3 Date	Week 8-9 Term 3 Date TBA
CPCWHS1001	Prepare to work safely in the construction industry		X				
CPCCWHS2001	Apply WHS requirements, policies, and procedures in the construction industry	√		X			
CPCCCM1011	Undertake basic estimation and costing				X		
CPCCOM1015	Carry out measurements and calculations	√			X		
CPCCOM2001	Read and interpret plans and specifications	√				X	
CPCCOM1013	Plan and organise work	√				X	

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

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

Students must complete 35 hours of work placement in Year 11. Further information on this will be provided to students by the VET trainer.

VET – CERTIFICATE II COOKERY (SIT SIT20421)

2 UNIT



Cookery
Qualification: SIT20421 Certificate II in Cookery
Cohort 2023 - 2024
Training Package SIT Tourism, Travel and Hospitality (version2.1)

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

School Name: Lithgow High School

Assessment Schedule Year 11 - 2023

Assessment Tasks for SIT20421 Certificate II in Cookery Ongoing assessment of skills and knowledge is collected throughout the course and forms part of the evidence of competence of students.		Task 1	Preliminary Yearly Exam** (Optional)
		Weeks TBA	Week 8-9
		Term 2	Term 3
		Dates TBA	Date TBA
Code	Unit of Competency		
SITXFSA005	Use hygienic practices for food safety	x	
SITXWHS005	Participate in safe work practices	x	
SITXFSA006	Participate in safe food handling practices	x	
SITHCCC025	Prepare and present sandwiches	x	
SITXCOM007	Show social and cultural sensitivity	x	
SITXCCS011	Interact with customers	x	

Depending on the achievement of units of competency, the possible qualification outcome is a **Statement of Attainment towards SIT20421 Certificate II in Cookery**.

The exam Tasks will be confirmed by your teacher as they may be used for the assessment of competencies and /or NESA reporting requirements.

*** Selected units only to be confirmed by your teacher.**

The assessment components in this course are competency based. This means that students need to demonstrate that they have gained and can apply the specific knowledge and skills of each unit of competency. Competency assessment is graded as “not yet competent” or “competent”. In some cases, other descriptive words may be used leading up to “competent”. This means a course mark is not allocated.

Students must complete 35 hours of work placement in Year 11. Further information on this will be provided to students by the VET trainer.

VET – CERTIFICATE I MANUFACTURING & ENGINEERING

2 UNIT

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

Students must complete 35 hours of work placement in Year 11. Further information on this will be provided to students by the VET trainer.

VET – CERTIFICATE III RETAIL SERVICES (SIR30216)

2 UNIT

Assessment Plan Year 11 2023			Evidence gathering techniques			
Cluster	Competency codes	Title of competency	Direct observation – real time, simulated environment	Product based method – structured activities e.g. role plays, work samples, presentation, reports	Portfolio – purposeful collection of annotated and validated pieces of evidence compiled by the learner work samples, photos, videos, logbooks	Questioning – written or oral related to knowledge e.g. quizzes, interviews
Cluster 1 – Teamwork in a service environment	SIRXIND001 SIRXCOM002	Work effectively in a customer service environment Work effectively in a team	Y	Y		Y
Cluster 2 – Safely maintain the store environment	SIRXWHS002 SIRXIND002	Contribute to workplace health and safety Organise and maintain the store environment	Y	Y		Y
Cluster 3 - Handling retail stock	SIRRINV001 SIRRINV002	Receive and handle retail stock Control stock	Y	Y		Y
Yearly Examination						Y
Work Placement	Students must complete 35 hours of work placement in Year 11. Further information on this will be provided to students by the VET trainer.					

Students must complete 35 hours of work placement in Year 11. Further information on this will be provided to students by the VET trainer.



PART 4: APPENDICES

Student Assessment Planner – Year 11 2024

Term	Week	Dates	
Term 1 begins 30th January	1	30/1 - 2/2	Staff Development Day 30/1 & 31/1 students return from Wednesday 1/2
	2	5/2 - 3/2	
	3	12/2 - 16/2	
	4	19/2 - 23/2	
	5	26/2 - 1/3	
	6	4/3 - 8/3	
	7	11/3 - 15/3	11ITT, 11CAF
	8	18/3 - 22/3	11CHE, 11LEG, 11MAA, 11MAS
	9	25/3 - 29/3	March 29 Public Holiday 11D&T, 11EEC, 11S&C, 11BUS, 11SLR, 11MUS, 11EST
	10	1/4 - 5/4	April 1 Public Holiday 11AH, 11BIO, 11JAP, 11DAN, 11MH, 11PDH 11FRE, 11PHY
	11	8/4 - 12/4	11ENS, 11ENA, 11ENC, 11ENEX, 11AG
Term 2 begins April 30th	1	30/4 - 3/5	11ART
	2	6/5 - 10/5	11MAX
	3	13/5 - 17/5	
	4	20/5 - 24/5	
	5	27/5 - 31/5	11MAX
	6	3/6 - 7/6	
	7	10/6 - 14/6	11CAF, 11SLR
	8	17/6 - 21/6	11PHY, 11DAN, 11MH, 11PDH, 11FRE, 11MUS, 11EST
	9	24/6 - 28/6	11ENA, 11ENS, 11ENC, ENEX1, 11AH, 11BIO, 11JAP, 11EEC
	10		11AG, 11S&C, 11MAA
Term 3 begins July 22nd	1	22/7 - 26/7	Staff Development Day 22/7 students commence 23/7 11LEG, 11CHE, 11BUS
	2	29/7 - 2/8	11D&T
	3	5/8 - 9/8	
	4	12/8 - 16/8	11MAS
	5	19/8 - 23/8	11SLR, 11ENC
	6	26/8 - 30/8	11ITT, 11EEC, 11ART
	7	2/9 - 6/9	<i>Assessment Free Week</i>
	8	9/9 - 13/9	End of Course Examinations
	9	16/9 - 20/9	End of Course Examinations
	10	23/9 - 27/9	Catch up examinations



ASSESSMENT TASK NOTIFICATION TEMPLATE

Subject:				
School Year:				
Task Number:	Date Issued:	Date Due:	Marks/Grade:	Weighting:
Outcomes Assessed: (Codes from Syllabus)				
Task Description:				
Marking Criteria and Guidelines: (full outcome and specific dot points from syllabus)				
Feedback: (form of feedback to be provided)				
<input type="checkbox"/> Written				
<input type="checkbox"/> Verbal				
<input type="checkbox"/> Other:				
Student Confirmation:				
By signing the student assessment signoff sheet that I have received this notification, I am acknowledging that the task submitted will be all my own work.				
Head Teacher Signature:			Teacher Signature:	
Head Teacher:			Course Teacher:	
Date:			Date:	



ASSESSMENT MARK/GRADE APPEAL FORM

Student Name

Date

Appeal forms must be lodged with the Deputy Principal within one calendar week of the return of the task. You may seek advice from the Deputy Principal before you complete this form.

Students have the right to appeal an assessment mark or grade. Appeals can only be made on the grounds that due process was not followed. An appeal cannot be submitted on the basis of:

- The marks or grades given unless due process was not followed.
- Difficulties in preparation or loss of preparation time.
- Alleged deficiencies in tuition.
- Long term illness.
- The same grounds for which disability provisions were received.
- Misreading the timetable; or
- Other commitments such as sporting, cultural or work commitments.

Course Name:

Task Number:.....

Details of your appeal:.....

Task Description:

Supporting documentation (list the documents that you are attaching to this appeal):

.....

Outcome of Appeal

Student Name:

Declined/ Upheld Reasons:.....

Approved by:

Signed..... Date.....



EXAMINATION / ASSESSMENT TASK RULES

1. During examinations, the year group will be marked on Study Leave. **Normal classes will not run.** You may use the library or study to prepare and seek assistance from teachers for examinations.
2. Ensure you arrive at least **10 minutes before the scheduled start times** for all examinations.
3. Students will not be permitted to take a toilet break during an in-class assessment. Students will need to apply for special provisions for medical issues regarding toileting.
4. Desks will be labelled and rolls marked. Please sit at the desk that holds your name tag.
5. **Bags will be locked in a separate location** as directed at the beginning of the examination, so ensure you have everything you need from your bag.
6. **Mobile phones may not be brought into examinations / Assessment Tasks under any circumstances.** Possession of a phone is a serious breach of rules and will result in a zero for the task. In the HSC it could result in a non-award of the HSC.
7. It is the student's responsibility to bring the correct equipment for each task. Pens, pencils, ruler, and a **calculator for Mathematics and Science, and geometric instruments for Mathematics.** If a calculator is being used in a task, the memory must be empty. This will be checked by a supervisor.
8. **No paper** may be taken into examinations / assessment tasks.*
9. **Unacceptable behaviour by any student will result in the task being cancelled and parents notified.**
 - All instructions must be followed
 - Students must sit in their allocated seat
 - Absolute silence must be maintained at all times
 - Communication with any student by any means is serious malpractice and will result in the cancellation of the task.
10. **Pencil cases, opaque water bottles, correction fluid or tape and smart watches are all prohibited in the examination room. Analogue or digital watches are permitted, but must be placed on the desk.**
11. **You may not leave any examination / assessment tasks early.**
12. **School uniform** must be worn to all examinations / assessment tasks. Hats or beanies must be placed on the floor under the desk before the commencement of the task.
13. **You must attempt all exams, and a range of questions in each task.** If you are seriously unwell you must contact the examination coordinator or Deputy Principal and seek an illness misadventure, providing a medical certificate or other independent documentation. A note from a parent is not sufficient.



STUDENT PERSONAL ASSESSMENT RESULTS RECORD

Student's Name: _____

This page is included so that the student can keep a **record of assessment marks** in all Assessment Tasks and Examinations **throughout the year**.

Students must note that raw marks are adjusted to take into account the weighting of the task as per the course assessment schedule.

Students must also note that school-based assessment marks are moderated by NESA against Higher School Certificate Examination marks for the group and will therefore be different on the Record of Achievement.

	Courses Studied						
	Use one column for each subject including any additional extension courses						
	Course:	Course:	Course:	Course:	Course:	Course:	Course:
Task 1							
Task 2							
Task 3							
Task 4							
Task 5							
Total							

ALARM KEY TERMS

Key Word	Key Terms Scaffold
	<p>Topic Concept</p> <ul style="list-style-type: none"> Essential idea of topic or summation Judgment on the development process and/or its change of procedures in the process over time. How are the various features/impacts/effects interrelated?
Clarify Define Identify List Recall Recount Summarise	<p>Name and Define</p> <ul style="list-style-type: none"> Components/elements/ steps/stages of the topic process. Give a name and definition of EACH of these areas. Identify.
Describe Demonstrate Distinguish Extract Outline Classify	<p>Describe</p> <ul style="list-style-type: none"> What are the features/characteristics/properties? Use examples.
Apply Explain Account What/Why	<p>Explain the Significance</p> <ul style="list-style-type: none"> What is the ... purpose/function? ... Cause and effect? Use examples
Analyse Examine Interpret Synthesise Predict How/Why	<p>Analyse</p> <ul style="list-style-type: none"> Explain how and/or why the intentions are carried out, impact • How did it achieve its purpose or intent and / or impact/effect? What is the relationship between the various components?
Critically Analyse Compare Contrast Discuss Recommend	<p>Critically Analyse</p> <ul style="list-style-type: none"> Explains the how and the why of the positives/advantages and negatives/disadvantages of this effect. How and why is it beneficial and /or harmful?
Construct Deduce Evaluate Extrapolate Investigate Propose	<p>Evaluate</p> <ul style="list-style-type: none"> To what extent is each component part successful, useful, and achieve its purpose? To what extent is the impact/effect effective or valuable? • To what extent has it carried out its function or purpose? Is it successful, in relation to set criteria?
Critically Evaluate Assess Justify	<p>Critically Evaluate</p> <ul style="list-style-type: none"> Come to a final judgement on each component & overall extent After establishing the extent of the success/effectiveness of each individual feature/purpose, compare and contrast all the areas covered. To what extent is one more effective than another. Were all the features/effects/impacts, the whole process, successful or effective?
	<p>Appreciate</p> <ul style="list-style-type: none"> Why is this understanding of the topic important for life?



ALARM MATRIX CONNOTATIVE EXAMPLE

Text name, type and composer						
Definition and Explanation	What is the text about (1-2 sentences)?					
Criteria for Evaluation: What are some of the value judgement type words that can be used to demonstrate that the impact or effect of the aspects or an application of the topics or process is positive and or negative, beneficial, or harmful, advantageous disadvantageous valid invalid?						
Name and Identify What are the significant moments in the text?	Define/Describe What language features are used in these moments?	Significance What is the effect of the language features as used in the text? What tone/atmosphere does it create?	Analyse How or why is this effect created using the language features?	Thematic/Moral What thematic or moral implications are raised in this moment, using the effect on the responder?	Critically Analyse How does this effect support the purpose of the significant moment, or the text as a whole? What are positive and negative aspects of this effect?	Evaluate, Justify, Assess Make a judgment on each moment. Has each feature served its purpose? Are they successful? + vs – which outweighs which.
					+ -	
					+ -	
					+ -	
Evaluate Overall/Critically Evaluate: After all individual moments have been evaluated or justified compare and contrast all areas. To what extent is one more effective than another? Come to a final judgment. Were all features/processes successful or effective? Was the purpose of the text served? To what extent?						
Conceptualise Topic: Essential Idea of the text or change in the text summed up or judged, over time. Includes Interrelationships amongst the areas or features						
Appreciate Topic Concept: Why is this topic process important for life, where is it relevant? Why should it be learned, why is it important to evaluate the overall situation?						



ALARM MATRIX LOGICAL EXAMPLE

Text name, type and composer					
Definition and Explanation	What is the text about (1-2 sentences)?				
<p>Criteria for Evaluation: What are some of the value judgement type words that can be used to demonstrate that the impact or effect of the aspects or an application of the topics or process is positive and or negative, beneficial, or harmful, advantageous disadvantageous valid invalid?</p>					
Name and Identify What are the significant moments in the text?	Define/Describe What language features are used in these moments?	Significance What is the effect of the language features as used in the text? What tone/atmosphere does it create?	Analyse How or why is this effect created using the language features?	Critically Analyse How does this effect support the purpose of the significant moment, or the text as a whole? What are the positive and negative aspects of this effect?	Evaluate, Justify, Assess Make a judgment on each moment. Has each feature served its purpose? Are they successful? + vs – which outweighs which.
				+ -	
				+ -	
				+ -	
<p>Evaluate Overall/Critically Evaluate: After all individual moments have been evaluated or justified compare and contrast all areas. To what extent is one more effective than another? Come to a final judgment. Were all features/processes successful or effective? Was the purpose of the text served? To what extent?</p>					
<p>Conceptualise Topic: Essential Idea of the text or change in the text summed up or judged, over time. Includes Interrelationships amongst the areas or features.</p>					
<p>Appreciate Topic Concept: Why is this topic process important for life, where is it relevant, Why should it be learned, why is it important to evaluate the overall situation?</p>					



GLOSSARY OF KEY WORDS

The syllabus outcomes, objectives, performance bands and examination questions have key words that state what students are expected to be able to do. A glossary of key words has been developed to help provide a common language and consistent meaning in the Higher School Certificate documents.

Using the glossary will help teachers and students understand what is expected in responses to examinations and assessment tasks.

Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilize, employ in a particular situation
Appreciate	Make a judgment about the value of
Assess	Make a judgment of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together arguments or items
Contrast	Show how things are different or opposite
Critically	(analyse/evaluate) Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to analysis/ evaluation
Deduce	Draw conclusions
Define	State meaning and identify essential qualities
Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgment based on criteria
Examine	Enquire into
Explain	Relate cause and effect; make the relationships between things evident
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward a point of view, idea, argument, suggestion for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details.
Synthesize	Putting together various elements to make a whole